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of the
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1946-1947

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261 Minnesota Ave. N. W., Washington, D.C.

\$3.00 a Year

Single Copy 10c

Order from Principal

Address: Director of the Association

Published at Washington, D. C., by the National Association of Secondary School Principals of the National Education Association

1201 Connecticut Avenue, N. W., Washington, D. C.

Entered as second-class matter, June 15, 1915, under No. 100,000, Post Office at Washington, D. C., and at additional mailing offices. Postage paid at Washington, D. C., and at additional mailing offices.

1915. Approved for mailing at special rate of postage provided for in Act of October 3, 1917, authorized on July 11, 1918.

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CONSUMER EDUCATION STUDY

of the

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

a department of the

NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth Street, N. W., Washington 6, D. C.

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An Open Letter

To the High School Principals:

This is a time of grave crisis. Dangerous ideas are loose in the world. The ultimate disaster of war broods over the earth and, even with peace, many nations will be hard put to escape economic collapse, from which our own land could not go unscathed. In prosperous America itself, serious social and economic questions cry for answer. At home and abroad the outcome hangs largely upon the character and understanding of the people in this greatest bastion of democracy and economic strength.

The citizenry of America look to their leaders for the forward way. They look to their schools to build an unshakable underpinning of understanding and of faith in a political and economic society of free men—a faith based not on blindness to faults but on a genuine appreciation of our achievements, perception of our possibilities, and the confidence to go ahead. They are not without uneasy doubts whether the schools are doing their job.

We know you are anxious to do your part in the job of developing in youth understanding and faith. We know that you need tools with which to do it. We believe that Economic Roads for American Democracy, developed by the Consumer Education Study, holds great possibilities. It is an unusual book: imagination-stirring, yet based on scholarly research; impartial and calmly objective, yet generating a passion for the democratic way. It is flexibly adapted to use in a wide variety of ways. Its price is \$2.00, less 25 per cent discount. I commend it earnestly to your attention.

Sincerely yours,

Thomas H. Briggs

Thomas H. Briggs
Director

National Contests for Schools

National Contest Committee' of the National Association of Secondary-School Principals

THE National Contest Committee has again considered the announced national school contests by firms, organizations, and institutions outside the organized educational agencies. The following national contests have the approval of the Committee and are suggested to schools as the only national contests in which they should participate during the school year 1948-49. Additional contests, if any, will be considered by the National Contest Committee in December, 1948, and announced in the February, 1949, issue of the BULLETIN.

NATIONAL CONTESTS FOR 1948-49

<i>Sponsoring Agency</i>	<i>National Contest Approved</i>
ART CONTESTS	
American Automobile Association, 17th Street and Pennsylvania Avenue, N.W., Washington, D.C.	Traffic Safety Poster Contest
American Legion Auxiliary, 777 N. Meridian Street, Indianapolis, Indiana	Poppy Poster Contest
Conde Nast Publications, Inc., 420 Lexington Avenue, New York, N.Y.	Art Contest
Eastman Kodak Company, 343 State Street, Rochester 4, New York	Photographic Contest
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild
Kansas City Art Institute, Kansas City 2, Missouri	Art Contest
National Livestock and Meat Board, 407 S. Dearborn Street, Chicago 5, Illinois	Poster Contest
National Society for Crippled Children and Adults, Inc., Suite 105, 11 S. LaSalle Street, Chicago 3, Illinois	Design for Easter Seal
National Wildlife Federation, 20 Spruce Street, Boston 8, Massachusetts	Poster Contest
ESSAY CONTESTS	
Advertising Federation of America, 330 W. 42nd Street, New York 18, N. Y.	Essay Contest
American Association for the United Nations, Inc., 45 E. 65th Street, New York 21, N.Y.	Essay Contest
American Society for Friendship with Switzerland, 8 W. 40th Street, New York 8, New York.	Essay Contest

¹The National Contest Committee: G. A. Manning, Principal, High School, Muskegon, Michigan, Chairman; Fred L. Biester, Superintendent, Glen Bard Township High School, Glen Ellyn, Illinois; and John M. French, Principal, High School, LaPorte, Indiana.

Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contests
National Employ the Physically Handicapped Week, U.S. Dept. of Labor, Washington 25, D.C.	Essay Contest
National Federation of Sales Executives, 49th and Lexington, New York, N.Y.	Essay Contest
National Graphic Arts Association, 719 15th Street, N.W., Washington 5, D. C.	Essay Contest
National Tuberculosis Association, 1790 Broadway, New York 19, N.Y.	Essay Contest
Propeller Club of the U.S. Port of New Orleans, Room 304, Association of Commerce Building, New Orleans 5, La.	Essay Contest
Veterans of Foreign Wars, Ladies Auxiliary, 406 W. 34th Street, Kansas City 2, Missouri	Essay Contest
FORENSIC CONTESTS	
Knights of Pythias, 1054 Midland Bank Building, Minneapolis, Minn.	Oratorical Contest
National Americanism Committee of the American Legion, 777 N. Meridian Street, Indianapolis, Indiana	Oratorical Contest
National Forensic League, Ripon, Wis.	Forensic Contest (excluding debate)
United States Junior Chamber of Commerce, Akdar Building, Tulsa, Oklahoma	Radio Speech Contest
SCHOLARSHIPS	
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York	Scholarships
Elks National Foundation Trustees, 16 Court Street, Boston 8, Mass.	Scholarships
National Administrative Board of Pepsi-Cola Scholarships, 1915 University Avenue, Palo Alto, Calif.	Scholarships
New England Textile Foundation, 68 S. Main Street, Providence 3, R.I.	Scholarships
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th Street, N.W., Washington 6, D.C.	National Honor Society Scholarships
Science Service, 1719 N Street, N.W., Washington 6, D.C.	Science Talent Search
Westinghouse Educational Foundation, Carnegie Institute of Technology, Pittsburgh 13, Pa.	Scholarships
MISCELLANEOUS	
American Association of Teachers of French, Southwestern, Memphis 12, Tenn.	French Examination
National Association for Promotion of Study of Latin, Elizabeth, N. J.	Latin Examination
National Society of Daughters of the American Revolution, 17th and D Streets, N.W., Washington, D.C.	Good Citizenship Pilgrimage
Quiz Kids Scholarship Committee, 8 S. Michigan Avenue, Chicago, Illinois	Best Teacher Selection
Scholastic Magazine, Inc., 220 E. 42nd Street, New York 17, N.Y.	Art, Literature, and Music Contests

The Committee does not list scholarships offered by colleges and universities for which the respective institutions determine the recipients through qualifying or competitive examinations. However, it does not look with favor on any such plan to select students if the writing of an essay is required as a part of the qualifying procedure. *The Science Talent Search*, because it requires an essay, is regarded as a contest that comes within the realm and jurisdiction of the National Contest Committee. *The Pepsi-Cola Scholarships* and the *National Honor Society Scholarships* require no essay, only a general competency qualifying examination, and are included here only because of the large financial and educational benefits to so large a number of eligible students. Ordinarily such scholarships, if offered by colleges and universities, will not be considered as contests on the same basis as other national contests.

The Committee has considered a large number of national contests and has sought additional specific information about many of them in which the educational aims and motives were not clearly stated. It places on the list only those national contests in which educational values for students in our secondary schools seem to outweigh the direct or implied commercial aspects of the contest.

The Committee recommends that schools participate only in such national contests as are recommended by the National Committee and in such local, state, or regional contests that are similarly placed on a participating list by the state or regional committee or agency acting for school administrators or principals.

Many of the states now have state committees that consider local or state-wide contests proposed by outside agencies and issue a list of approved contests to the secondary schools of the state. The National Contest Committee urges all state secondary-school principals' associations that do not have such state contest committees to organize and authorize the functions and responsibilities of such a state committee. Only by some control and direction by school administrators of such a multiplicity of outside contests can a school avoid the pressures on, interferences with, and interruptions of the legitimate educational functions of the schools. All schools should have a considered policy on the selection of the contest and the number of contests sponsored by outside agencies in which it can profitably participate each year.

The National Contest Committee published an approved policy on outside contests for the consideration of all schools. It appeared in *THE BULLETIN*, October, 1943, "How Should Schools Control Contests, Tournaments, and Festivals?" A few reprints of this article are available from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., at ten cents each.

The Draft and School Youth

PAUL E. ELICKER

THE Eightieth Congress established a peacetime draft of youth ages 19 through 25 for two years by Public Law 759, approved June 24, 1948. The chief purpose of the new Selective Service Act is to build up the U.S. Armed Forces, particularly the Army, and to strengthen our national security during this period of international tension.

REGISTRATION

All male youth, totalling nearly 10,000,000, born before September 19, 1930, and after August 30, 1922, registered in designated registration places in or near their communities between August 30 and September 18, 1948.

1. *Eighteen-year olds:* Hereafter all boys will register when they reach their eighteenth birthday or within five days. These boys, however, will not be called to service until they are nineteen or older.

Boys away from their home communities when they become eighteen may register in any local registration center and request the transfer of registration to their home draft board.

2. *Deferment of secondary-school youth.* If a boy receives notice of induction while in attendance full time in a high school, or comparable institution of learning, he may have his induction postponed until he is graduated from secondary school or until his twentieth birthday or until he ceases to do satisfactory work—whichever comes first.

If in college or university full time, he may have his induction deferred until the end of the current academic year or until he ceases to do satisfactory work.

College students, junior or seniors, now enrolled in the advanced course, senior division of the Reserve Officers Training Corps (ROTC—Air

Paul E. Elicker is Executive Secretary of the National Association of Secondary-School Principals, a department of the National Education Association, 1201 Sixteenth Street, Washington 6, D. C.

or Naval) may be deferred until graduation, if doing satisfactory work. Such college students may be ordered to active duty when graduated.

MILITARY SERVICE

At the beginning, all boys will be inducted into the Army according to present plans.

They will enter the training center nearest their home for an eight-week basic training period. These centers are: Fort Ord, California; Fort Jackson, South Carolina; Fort Dix, New Jersey; and Fort Knox, Kentucky. Other training centers will soon be established at Fort Riley, Kansas; Camp Chafee, Arkansas; Camp Breckenridge, Kentucky; and Camp Pickett, Virginia. Some boys may, however, be sent to combat units that are less than a division in size. These camps are located at present at Fort Bliss, Texas; Camp Carson, Colorado; Fort Meade, Maryland; Camp Cook, California; and Fort Devens, Massachusetts.

During the eight weeks' basic training, all boys will work 44 hours each week, or five and one-half days, with Sunday free. During the eight weeks, they will have 24 hours of drill; 16 hours of inspections; 30 hours of clothing and equipment maintenance; 8 hours of map reading; 20 hours of marching, bivouacs, and tent pitching; 12 hours of first aid and mental and physical hygiene; 30 hours of physical training; 30 hours of tactical training; and 84 hours of weapons training.

FURTHER MILITARY SERVICE

During the fifth or sixth week, the Army Classification Board will decide each draftee's future military career. He will go either to an Army unit after the eighth week or to a leadership course, which will require six additional weeks of training in leadership problems. Eventually, however, he will find himself in an Army unit either in the United States or overseas.

The best estimate at present places one third in Japan or Germany and the remainder in the United States. A draftee, unlike a volunteer, cannot choose his theatre of military service. If once sent overseas, he probably will remain until his full period of 21 months of military service is completed.

Every draftee is entitled to 30 days furlough per year, or 53 days for the 21 months. He can allow it to accumulate and take it all at the end, thus reducing his period of service to approximately 19 months.

POST-MILITARY SERVICE OBLIGATIONS

When he has completed his 21 months of military service, he must serve for three years in an organized unit of the Reserve if such unit is available in his community. If not, he is in the inactive Reserve unit for five years, subject

to a 30-day field training period each year. If he enlists in the Regular Army, Navy, or Air Force for one year, he can avoid all service in the Reserve.

ONE-YEAR VOLUNTEER SERVICE FOR 18 YEAR-OLD YOUTH

Boys 18 years of age may volunteer for one year of military service and thereby exempt themselves from further service under the Selective Service Act when they become 19.

Boys who volunteer at 19, or before they are 19, must serve one full year in the military service, four years in an organized Reserve unit involving regular weekly drill, and one month-per-year training periods or be in the inactive Reserve for six years liable for active duty one month per year.

The Armed Forces will take only 161,000 eighteen-year-olds each year, and the maximum number set for each branch at present is: Army, 110,000; Navy, 36,000 including Marines, 6,000; and Air Force, 15,000.

These eighteen-year-old volunteers will be given the same training as all other new members of the Armed Forces, except that their service will be confined to the United States.

THE SCHOOL'S PART IN THE PROGRAM

Counseling and advising all boys about military service is necessary. The most critical and personal problem for a boy will be the decision to volunteer at 18 or wait for the draft if continued attendance in school or college is the issue. Schools will undoubtedly urge boys to continue in school until graduation because of the advantages such graduation will be to them in the military service and in civilian life later. The military forces agree that boys who remain in school through graduation are serving themselves and their country better than by any other course of action.

TEACHERS WORK ON CURRICULUM REVISION.—F. A. Mareks, superintendent of Nazareth, Pennsylvania, public schools reports that his school board has provided five days in the school calendar this year for teachers of the Senior High School to work on curriculum revision and evaluation of the Senior High School. These days, on which pupils do not come to school, are considered part of the school year but are over and above the required length of term and are not counted as days taught. The school system believes that the teachers do vitally important work besides classroom instruction. Matters such as curriculum construction and revision, evaluation of educative processes and outcomes, and conferences which give coherence and definite purpose to the school are of major importance. They believe teachers should participate in such projects but should not be expected to use their own time for this important and significant work.—*Pennsylvania Education Bulletin* of the PSEA.

Sportsmanship - Whose Responsibility?

Edited by DELBERT OBERTEUFFER

MANY responsible people are of the opinion that, unless the quality of sportsmanship displayed at school and college games is improved, the contribution sport makes to the social development of young people will be reduced to nothing. There is ample evidence to lead us all to believe that there is something needed. Players, coaches, crowds, officials—all had a hard time of it last year. Arguments, fights, boos, razzing, lost tempers, rotten behavior—these were the rule rather than the exception. Many complain that we seem to be losing, and fast, our sense of proportion, our knowledge of how to behave. We seem to be degrading ourselves and sport by making every game a Donnybrook and every opponent a rotter to be insulted freely.

So what can be done? Nothing probably, unless we can unite on a program of acceptance of our respective responsibilities to clean things up. No

This material was prepared by committees of experienced teachers in physical education attending The Ohio State University as graduate students in 1947. They were: R. L. A. Clark, H. L. Coon, W. B. Daugherty, W. L. DeMora, M. S. Eidemiller, J. A. Fischer, S. A. Frazier, M. P. Heidorn, B. E. Hollinger, F. H. Howe, H. L. Kinzig, G. M. Lynn, H. E. Maurer, M. E. McCoy, G. McDonald, A. C. Messer, R. L. Michael, D. C. Shura, H. Smith, M. B. Smith, J. E. Stall, D. N. Swinehart, R. W. Van Allen, and E. W. Vickroy. Dr. Delbert Oberteuffer, Professor of Physical Education, Department of Physical Education, The Ohio State University, Columbus, Ohio, was responsible for the editing of this report.

EDITOR'S NOTE: It is entirely possible that secondary-school principals, college teachers, and others might find use for this material as part of the school athletic program. For example, sections of this report could be reprinted in school papers, published in college dailies, and made the subject of classroom discussion and student assembly programs. The material would also be useful before the public through radio and newspaper usage and as a basis for service club and community group discussion. This article is being run concurrently in the *Journal of Physical Education*. Reprints of it may be secured from the American Association of Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington 6, D. C.

one person can do it alone. Many must work for better sportsmanship and many would if each knew what to do. There is some expert buck-passing going on with students blaming townspeople, coach shifting the responsibility to the principal, and the players excusing their behavior because "they started it first!"

Responsibility can and must be fixed. The editor of this article asked twenty experienced people in physical education to join with him in a series of short articles on the subject in an attempt to fix the responsibility.

THE RESPONSIBILITY OF THE COACH

The coach has the main responsibility for good sportsmanship in the school and community. He is the leader and sets the pattern for the understanding of the sport and all behaviors concerned with it. In order for good sportsmanship to be the guiding principle in athletics for the team, student body, community, and press, he must know what good sportsmanship is and teach it practically to all. As the coach goes, so goes the community.

Specifically the Coach Should:

1. At every opportunity urge the student body to be polite, courteous, and fair to the visiting team. Game assemblies, classes, informal meetings, and community gatherings should be used for this type of education.
2. Always display good sportsmanship, losing or winning. Never "boo," or make a scene, or make a "fool of himself."
3. Maintain poise and self-control at all times, especially at the games.
4. Teach his team to play fairly, no "dirty" tactics. Games should be played hard but not as "blood and thunder" or "survival of the fittest" contests.
5. Be a perfect host to the visiting team, coach, and crowd. Treat them as if they were guests in his own home.
6. Select reputable officials for the games.
7. Discipline and, if necessary, dismiss players who disregard good sportsmanship.
8. Educate the players on the bench that it is unsportsmanlike conduct to "yell" intimidating remarks at the visiting team or officials.
9. Have a good relationship with the press in order to promote the right interpretation of the game happenings.
10. Treat the officials like gentlemen.
11. Respect the official's judgment and interpretation of the rules.
12. Let the officials control the game and put his efforts on controlling his own team.

13. Publicly shake hands with the officials and opposing coach before and after the game.

The Coach Should Not:

1. Protest the decisions and actions of the officials pertaining to the game during and after the contest, except in the privacy of the coaches' or officials' quarters.

2. Create bad feelings or misunderstandings by giving intimidating statements to players, the public, or to the press. A "loose" tongue is the root of most of the evil in athletic misbehavior.

3. Reprimand a player in view of spectators or team members when he comes out of a game.

4. Set a bad example for the spectators by displaying bad temper. The home crowd acts in the manner of character a coach displays. The coach should maintain a dignity befitting his position and should never "boo," "jump up and down," or in any way lose his composure under any circumstances.

THE RESPONSIBILITY OF THE PLAYERS

A Player Should:

1. Treat officials and opponents with the respect that is due them as fellow human beings.

2. Make his handshake with opponent sincere and wish him luck before contest.

3. Control his temper to the best of his ability at all times, off, as well as on, the playing field or court.

4. Take victory or defeat without any undue emotionalism.

5. Congratulate opponents in a sincere way following either victory or defeat.

6. Use his influence on and off the court to help curb the booing of officials and opponents by spectators.

7. Tell students and friends that good crowd behavior makes going on the field or court easier for the players.

8. Explain rules and strategies of the game to parents and friends so they can better understand why certain decisions are made.

9. Learn to accept decisions as they are made and abide by them as a good sport should.

10. Co-operate with coach and fellow players in trying to promote good sportsmanship.

A Player Should Not:

1. Be boastful in victory nor bitter in defeat.
2. Take unfair advantage of his opponent, nor advocate such practices.
3. Throw insulting remarks at his opponent during or after a contest.
4. Crab at the officials or go through motions indicating his dislike for a decision.
5. If a substitute, stand up on every decision in favor of opponent and crab at the officials.
6. Make degrading remarks about officials during or after a game.
7. Criticize coach or officials after a game.
8. Lose his temper and start a fight if opponent is playing dirty.
9. Swear or use profane language.
10. Make a mockery of good sportsmanship if a game is already lost.

It is obvious that the above points refer almost exclusively to the players' conduct on the floor. The players can also do a number of things off the floor to influence both the students and the adults of the audience.

Players can exercise a great deal of influence over student conduct. After all, they are the ones for whom the students are doing all the shouting and booing. They are usually much admired and respected by those students who attend the games and, if players were to let them know that their conduct was embarrassing to them, it would cause most of the students to tone it down a little and, eventually, practically eliminate the booing and insulting of officials and opposing players. This can be best done by individual word of mouth, but, if the opportunity exists, an assembly should be held. School paper editorials or articles also do a lot of good.

It is a little harder for the players to influence the conduct of adult members of the crowd. The individual player can, of course, talk to his parents and should be able to get them to understand the situation. They in turn can spread it to their friends and acquaintances. It would be possible, in a really bad situation, for one of the players to give a short speech before the "down-town coaches" or some of the civic organizations of the community and appeal for more sportsmanlike conduct from the crowd.

THE RESPONSIBILITY OF OFFICIALS

"Well-trained and competent officials are as important to the success of an athletic program as capable coaches." The official's influence on crowd and players is of great importance.

An Official Should:

1. Remember that his responsibility rests first with the players of the game.
2. Play the role of a judicious judge in as inconspicuous a manner as possible.
3. Know the rules thoroughly and give intelligent interpretations to the players if asked.
4. Handle the game with confidence and poise.
5. Control the game from start to finish.
6. Make his first appearance friendly, interested, and co-operative.
7. Greet the rival coaches as a part of his first duty when appearing before the spectators.
8. Be co-operative to the fullest with his fellow officials.
9. Maintain a courteous relationship with scorers and timers.
10. Make courteous explanations and interpretations when needed or asked by the captain.
11. Station himself away from coaches or partial spectators at time-outs or delays in the games when he is not working.
12. Withdraw from the area of the playing court or field at half time.
13. Exercise diligence in preventing technical fouls, especially against crowds.
14. Exhibit a sense of humor which is particularly helpful when criticism is directed against him.
15. Actively participate in any organization that tries to assure the highest type of officiating for all.

An Official Should Not:

1. Over-officiate to the extent of taking the game from the players.
2. Play for the lime-light at the expense of efficiency.
3. Openly acknowledge or react to actions or remarks that are made by spectators.
4. Assume the bearing or manner of a policeman.
5. Exhibit emotion toward players in enforcing the rules.
6. Humiliate a player for violation or mistake.
7. Try to even up a previous mistake.
8. Allow personal bickering to continue between opposing players.
9. Answer spectator remarks or accusations.
10. Discuss or argue personally with a player, coach, or spectator in anger or in a heated manner.

THE RESPONSIBILITY OF STUDENTS

Students are the most important factors in school sportsmanship. Their habits and reactions quite largely determine its quality. The better schools are those in which there is a consciousness on the part of the students to share equal responsibility with the faculty, alumni, and community for establishing and maintaining good school practices and traditions. The following suggestions will serve as a guide for the student to know what he should or should not do to carry out his responsibility at athletic contests.

The Individual Student Should:

1. Consider his athletic opponents and officials as guests and should treat them as such.
2. Respect the rights of students from the opposing school.
3. Respect the rights of all spectators.
4. Respect the authority and judgment of the coach.
5. Respect the property of the school and the authority of school officials.
6. Cheer both teams as they come on the field of play.
7. Commend or cheer good plays by either team.
8. Cheer an injured player when he is removed from the game.
9. Support his cheerleaders wholeheartedly.
10. Accept the officials' decisions as final.
11. Show self-control at all times during and after the game.
12. Be modest in victory and gracious in defeat.
13. Consider it his privilege and duty to encourage every one (players and spectators alike) to live up to the spirit of the rules of fair play and sportsmanship.

The Individual Student Should Not:

1. Boo or razz the officials or players at any time.
2. Applaud errors by opponents or penalties inflicted upon them.
3. Yell while opponent is shooting a free throw.
4. Yell while the opposing cheerleaders are leading cheers.
5. Yell for or demand a substitution or withdrawal by the coach.
6. Use profane language at any time during the game.
7. Be obnoxious to his fellow spectators or exhibit rowdiness in any form.
8. Throw things on the field or playing court.
9. Crab or develop the "sorehead" attitude.
10. Place bets on the outcome of the game.

11. Molest the referees after the game.
12. Criticize his players or coach for losing the game.
13. Boast in victory or alibi in defeat.

The individual student should abide by the Golden Rule: "Do unto others as you would have others do unto you."

THE RESPONSIBILITY OF THE TEAM CAPTAIN

The Team Captain Should:

1. Greet the opposing captain with genuine friendliness.
2. Demonstrate very plainly a respect and friendliness toward the officials—treat them as guests. If the captain has any questions on decisions, he should ask them during a time out in a quiet and respectful manner and only for the purpose of clarifying a ruling so that it may be conveyed to teammates and coach.
3. Should not permit teammates to enter into arguments with opponents, officials, or spectators.
4. Always be ready with a word of praise for fine play, whether it be by an opponent or teammate.
5. Never indicate or let teammates indicate by any actions that you or they may feel "robbed" by an official.
6. Never depart from the word or spirit of the rules or encourage teammates to break rules.
7. Play with utmost ability and energy and motivate teammates to do likewise. Spectators are less critical of good, clean play no matter what the outcome. Strive mightily to win any contest.

RESPONSIBILITY OF THE CHEERLEADERS

Cheerleaders Shou'd:

1. Act as representatives of the student body at athletic contests and realize that they are in a position to act as control of the reactions of the crowd.
2. Be carefully selective about choosing new members for the squad. Prospective cheerleaders selected should be students respected by fellow students. The most aggressive and loudest "Joe" doesn't make the best cheerleader.
3. Set up and describe standards of conduct for the cheer squad and for the spectators.
4. Welcome help and suggestions on crowd control from a faculty member or committee acting in an advisory capacity.
5. Serve as hosts rather than competitors to the visiting cheerleaders.

- a. Meet them upon arrival and, if time permits, introduce them to your friends and show them the school.
 - b. Visit at half-time.
 - c. Suggest an exchange—leading each other's spectators in a cheer.
 - d. Give the visiting squad the right of way when both squads attempt to cheer simultaneously.
6. Hold a series of well-planned pep meetings.
- a. Remind students that the reputation of the school rests partially upon the behavior of its students at athletic contests in relation to their own team, officials, and spectators.
 - b. Stress the fact that no derogatory remarks, calls, or "booing" should be made at any time.
7. Select and create good cheers and signals and be discriminating about where and when to use them.
- a. Cheer a hearty welcome to the visitors.
 - b. Recognize plays of merit of the visiting team.
 - c. Signal for quiet and discourage attempts to disturb opposing players when shooting for basket.
 - d. Give recognition to players leaving the game.
8. Do a good job of executing the cheers, remembering that cheerleaders are not primarily exhibitionists.
- a. Do not give an impromptu performance. Practice your cheers so that they can be given with ease and are pleasing to watch.
9. Appear happy, peppy, and well groomed and in command of any situation that might arise.
- a. Do not appear disgruntled. If provoked with the reaction of the crowd, don't show it. Coax or challenge the crowd to follow in situations where unsportsmanlike behavior might be displayed.
10. Be desirable guests at "away" games.

THE RESPONSIBILITY OF THE PRINCIPAL

The principal as the administrative head of the school must establish the principles of good sportsmanship in the minds of the entire school family and all those who associate with any of the school's activities. He must realize that the type or kind of sportsmanship that is practiced or displayed reflects his leadership in the administration of his school because the activity is being played by representatives of his institution. The following are some basic ideas that the principal should consider when he evolves procedures for inculcating sportsmanship.

Specifically the Principal Must:

1. Practice good sportsmanship himself at all times.
2. Promote the practice of sportsmanship at all times by the official school family and the patrons.
3. Keep the activities under the official control of the school authorities at all times.
4. Establish a definite policy and procedure relative to eligibility and abide by that policy. (Be sure that this policy is thoroughly understood by all.)
5. Attend the school activities and display a vital interest in them.
6. Be sure he is in accord with the method used in selecting and approving the officials selected.
7. Promote good relationships with all civic organizations and acquaint them with their responsibilities relative to good sportsmanship.
8. Be sure that all parents thoroughly understand what the school expects in its players.
9. Establish good rapport with the radio and press relative to their obligation of promoting good sportsmanship.
10. Be sure that all players are thoroughly cognizant of his desires relative to their sportsmanship.
11. Establish a pride of mutual respect for his opponent guests by providing for the reception of the guests (visiting team), by extending the common courtesies that are usually extended to guests; namely, meeting and greeting, conducting them to their dressing room, and satisfying reasonable needs.

Specifically the Principal Should Not:

1. Allow any activity to supersede or interfere with the objectives of education.
2. Allow booing of decisions or penalties.
3. Allow booing at opponent's yells.
4. Allow interference with the normal procedures of the other team.
5. Allow counting of the score *en masse*.
6. Allow throwing of materials.
7. Allow anyone but those authorized upon the playing area.

THE RESPONSIBILITY OF THE FACULTY MANAGER

The faculty manager is frequently not so closely associated with the team. He is, therefore, in a much better position to talk to officials, sportswriters, and spectators than is the coach. At times "straight from the shoul-

der" talk is necessary to arrive at a clear understanding of the kind of behavior wanted and expected in terms of the values we are trying to realize. His greatest opportunities seem to be found in his contacts with officials, press, and faculty managers of other schools.

Specifically the Faculty Manager Should:

1. Provide the opponents an opportunity to help choose officials who are completely satisfactory to both parties.
2. Hire the best officials that can be obtained.
3. Set aside enough money to pay well for an officiating job well done.
4. See that there is sufficient faculty and/or police supervision to discourage unruly behavior.
5. See that all students have a definite understanding of the kind of behavior expected of them.
6. Try to promote friendly relations with the press and "suggest" that articles be written in such a way as to emphasize proper values.
7. Feel obligated to help increase crowd understanding of rules, penalties, strategies, and encourage wider sport appreciation among the spectators.

The Faculty Manager Should Not:

1. Schedule opponents where traditional rivalry has reached such a point that unruly crowd behavior has come to be accepted as a matter of course.
2. Hire officials who call fouls inconsistently, permit the game to get out of hand, or in other ways encourage a noisy, unruly crowd.
3. Promote the idea that winning is all-important.

THE RESPONSIBILITY OF THE ATHLETIC DIRECTOR

It is assumed that the athletic director is in direct charge of the athletic program. It is pretty well established that, in the long run, the departmental staff and policies will reflect the kind of philosophy held by the departmental head. The general policies of the athletic department—the over-all picture—will be determined in a large degree by the leadership displayed at the top. If mere lip-service is all that is given to a certain cause, it becomes evident in short order.

Specifically the Athletic Director Should:

1. Hire competent officials for all athletic events.
2. See that adequate care is taken to handle crowds.
3. Print some of the more common rules, regulations, or scoring methods.

4. Arrange schedules, with close co-operation of the coach, with teams in the same class.
5. Play schools with like standards.
6. Find ways and means of bringing student leaders and groups to see and help in the problem of crowd control.
7. Have only competent and fair men to handle loud-speaker systems.
8. Co-operate with cheerleaders in the sportsmanship problem.
9. Arrange for student assembly or departmental demonstrations on rules and rules interpretations.
10. Present a true picture to the press of the common problem and make some suggestions of a worth-while nature.
11. Make known to student body and public the departmental policy regarding liquor.

The Athletic Director Shou'd Not:

1. Second guest officials for crowd effect.
2. Hand out a lot of "confidential stuff" to create a crowd-drawing story, or create false impressions just to pack the stadium to see the "fight."
3. Be too conspicuous at athletic events.
4. Publicly criticize rival schools.

THE RESPONSIBILITY OF THE BOARD OF EDUCATION

A typical board of education is composed of five or six members. These members are elected by the people and most generally they follow various occupations; they may be housewife, physician, farmer, banker, merchant, and laborer. They are a cross-section of the community and are elected to the board because they have an interest in maintaining a good school carried on under democratic principles. They are interested in all phases of education that will help the children to be of greater service to society in our democracy. With these things in mind, there are certain responsibilities the board must accept in regard to sportsmanship. Some of these responsibilities are listed below.

The Board of Education Should:

1. Attend all athletic contests involving the school.
2. As members of civic organizations, foster in the organization a feeling of good will toward the school's athletic program.
3. Make broad policies relating to sportsmanship in the school.
4. Develop in the schools a good program of physical education and interscholastic activities for all and insist on a proper improvement toward set objectives in this program.

5. Insist that employees of the school shall consider sportsmanship an ultimate aim in the education of the students, correcting those individuals at fault at a time convenient and meeting the situation.

The Board of Education Should Not:

1. Employ a coach solely on the basis of the record of wins and losses.
2. Have selfish interests in the outcome of any athletic teams or contests.
3. Be autocratic in their policies concerning the running of the school and its athletics.
4. Retain a coach who resorts to unethical practices in coaching.
5. Use influence in getting certain boys on the team, regardless of their abilities.
6. Set poor examples for the public by their conduct at athletic games.

THE RESPONSIBILITY OF THE PRESS AND RADIO

The press and radio are often influential in molding public opinion and behavior concerning interscholastic sport. Writers and commentators frequently have opportunities to point up good and bad behavior and make it a point of public discussion. Specifically there are many things which they should and should not do in the interests of better competitive athletics.

Things They Should Do:

1. Conduct good sportsmanship programs in the press and over the air.
2. Give accurate information in passing out news.
3. Discourage betting on amateur games.
4. Be an example of the good loser when the home team loses.
5. Look for acts of courtesies of players during the game and write favorably of such.
6. Continue to make something of the game after the substitutes enter.
7. Have real acquaintance with the sport they are covering.
8. Play up the scholarship, as well as the athletic prowess, of the players on the teams.
9. Honor all boys on teams as team players.
10. Explain something of the background of the teams, the rules of the game and of the possibilities of the game.

What the Sport Editors and Radio Sport Announcers Should Not Do:

1. Criticize the judgment of the coach in making substitutions and other decisions without checking facts.
2. Give individual players the "hero" type of publicity.
3. Criticize the officials' decisions openly without knowing facts.
4. Show partiality to the home team.

5. Offer alibis for the home team losing the game.
6. "Ride" the players.
7. Give all the credit to a few players for winning or losing the game.
8. Give out misleading information.
9. Make professional matches out of amateur sports.
10. Mislead the public as to the characteristics of the opponents of the home team.
11. Report the opinions of the Sunday morning quarterbacks as the real people whose opinions are to be trusted.
12. Forget to mention the boys down there on the bench and the good behavior of the crowd at the game.
13. Do anything to build up snobbery on the part of parents, school, or public.

THE RESPONSIBILITY OF CIVIC LEADERS AND GROUPS

Community organizations and civic leaders can go far in setting the "tone" of sportsmanship at school and college games. Alumni, members of Boosters Clubs, downtown quarterbacks, Lions, Kiwanians, Rotarians, members of the Chamber of Commerce, and all the John Q. Publics who attend sport events by the millions have a responsibility for sportsmanship.

Things Public Leaders Can Do:

1. Get behind the "Booster Club" movement. Become an active force in the club and encourage enthusiasm for the team regardless of the game results.
2. Recognize achievement and applaud good play on both teams.
3. Keep in touch with the authorities who do the hiring of coaches. Know them and know the coaches so that you can voice your opinions about the quality of leadership your students are getting.
4. Encourage the establishing of a salary scale for athletic teachers in keeping with the duties and job done.
5. Be ever willing to attend and participate at banquets. If you are called upon to "glorify" the team, be sure to point out to the boys the real values of the game. Don't go haywire on the "win them all" idea.
6. Discourage and if necessary expose the subsidizing of players. Express your opinions freely on the subject. Let the coach know that his job is the developing, not the hiring, of players.
7. Demand that any coach hired is to be expected to stand on his own feet. You want a man that has the "guts" to name his starting team and,

come what may, take the consequences. Discourage the hiring of any man that will take advice as to who should start the game.

The Public Should Not:

1. Attempt to influence the director, superintendent, or the board of education to hire their coach on the basis of a terminal contract. The coach is always at his best when the least pressure is applied. All civic leaders should refrain from such practice.
2. Award prizes of any sort except when such is acceptable to the educational authorities.
3. Spread false interpretations or rumors concerning the sport, coach, or players.
4. Supplement the coach's earnings from private purses.
5. Support any movement discriminating against any member of the team or squad.
6. Question the coach's judgment with resentment.
7. Bribe a coach, player, or official.
8. Encourage any foul, unfair, or dirty play on the court or field.
9. Hoot, boo, jeer, or otherwise carry on in a discourteous manner at officials, visiting teams, or visiting public.

TELEVISION IN THE SCHOOL.—A prediction that television will become a valuable teaching aid was made by Dr. Ehud Priestley, principal of Nutley High School, based on his study of pupil reaction and personal observation of the use of a television receiver at the school since September, 1947. With the approval of Nutley Board of Education and the school administration, Industrial Television, Inc. of 359 Lexington Avenue, Clifton, New Jersey, installed one of its large screen, direct-view Teleceivers, which is remotely controlled, in the school auditorium. The company, envisioning the future possibilities of television as a visual educational medium in schools, wished to gain firsthand knowledge of its value at television's present stage. The Teleceiver, viewed by assemblages of more than 800 pupils and also by classroom groups, has been used regularly during school and nonschool hours for educational features and entertainment programs, such as sporting events.

"We feel that it has been a valuable teaching instrument and we are extremely optimistic as to its future potentialities," says Dr. Priestley. Industrial Television, which has specialized in the manufacture of large-screen remote control Teleceivers, has in production a system which is specifically designed for school use. Operated from a master control unit, it permits operation of television receivers in an auditorium or any number of classrooms at the same time.

How Veterans and Nonveterans May Obtain High School Certification

WALTER E. HESS

USE OF THE GED TEST WITH VETERANS

WITH the return of the veterans from the Armed Services of World War II came an increased demand on the part of those who had not been graduated from high school for high-school graduation certification. During this late war many veterans had studied extensively through the aid of the Armed Forces Institute. As one means to determine the educational development of these veterans, a standardized, comprehensive test known as the General Educational Development test was devised and used quite extensively during the war. With the mass return of veterans, this test or a comparable form of the test was used by many state departments of education and by many high schools as a basis for granting High-School Diplomas or High-School Equivalency Certificates to those who had not been graduated from high school before entering the Service and who wanted certification of having the equivalency of a high-school education. As time went on, the number of state departments of education and of high schools using the General Educational Development test increased, until today its use is quite generally accepted.

Thirty-six states and the District of Columbia now grant High-School Equivalency Certificates to veterans on the basis of the GED test without reference to high-school credits or attendance. In addition, nine other states use the GED test. Of these, three states (California, Montana, and Oklahoma) require also a course in American history and government or civics; one state (Delaware) requires attendance in an approved high school (in this state a high school is defined as a six-year institution); three states (Mississippi, Ohio, and Tennessee) require four units in an approved high school; and two

Walter E. Hess is Managing Editor of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.

states (Iowa and Pennsylvania) require completion of the tenth grade in an approved high school.

This leaves only three states (Kansas, Massachusetts, and New Jersey) which do not use the GED test as a basis for granting a High-School Equivalency Certificate or Diploma. Kansas, until July 1, 1948, had used the GED test as the basis of granting a High-School Equivalency Certificate to veterans without reference to high-school credits or attendance. Since that date, the State Board of Education discontinued the plan since it felt that "the purpose of the certificate had been carried out." Thus in fact only two states (Massachusetts and New Jersey) do not use the GED test as a basis for granting a High-School Equivalency Certificate or Diploma. In these two states, the GED test is used only for guidance and placement purposes.

A more detailed description of this may be found in an article entitled "State Requirements for a High School Diploma for the Veteran" published in *THE BULLETIN* of the National Association of Secondary-School Principals (March, 1946, pages 55-108. Revised October, 1946, pages 92-144). Also, a more extensive treatment of accreditation policies was published in August, 1946, by the Commission on Accreditation of **Service Experiences** of the American Council on Education, 1703 K Street, N.W., Washington 6, D.C., under the title of *Accreditation Policies of State Departments of Education for the Evaluation of Service Experiences and USAFI Examinations* (64 pages).

USE OF THE GED TEST WITH NONVETERANS

With the wide use that is being given to the GED test, school men naturally gravitated into using this same test or a comparable form for similar purposes with nonveterans. In the spring of 1948, the National Association of Secondary-School Principals, following many inquiries concerning its use with nonveterans, made a survey of all state departments of education in reference to the use that is being made in the different states and other areas of the United States of this GED test with nonveterans who have not been graduated from high schools and who now desire a high-school diploma but are too old to attend high school. From the information secured, a summary statement was prepared for each of the forty-eight states, the District of Columbia, Alaska, Hawaii, Canal Zone, Guam, Puerto Rico, and the Virgin Islands. These summaries were then sent during the past summer to the informants for their approval or alteration. At the end of this article appear the approved statements of policy of each of these geographical divisions of the United

States concerning the granting of High-School Equivalency Certificates or Diplomas to nonveterans.

In the replies, it was found that twenty-one states and the District of Columbia and Hawaii use the GED test, without reference to previous high-school attendance or credit, as a basis for granting High-School Equivalency Certificates to nonveterans, except, in addition, the District of Columbia requires the applicant to be of good moral character. In Michigan, the Department of Public Instruction permits local schools to determine their own requirements, and, as a result, some schools use the GED test with varying practice. Nebraska and New Hampshire use the GED test but require that the nonveteran must have attended high school and taken one semester of work and eight units of high-school credit, respectively. Also, in most instances, a restriction on age is made—one state and Hawaii have eighteen years of age as a minimum age for the applicants; four states have nineteen years; three states, twenty years; and thirteen states and the District of Columbia, twenty-one years or adults; while two states make no requirement as to age except that the applicant must wait until his class is graduated, and one state varies among schools since the Certificate is granted by the local school. Of the twenty-four states and the District of Columbia and Hawaii which use the GED test for nonveterans, twenty-three extend the same scholastic privileges to the nonveteran as to the veteran except for Michigan where the practice varies among the schools.

Twenty-four states and Alaska, Canal Zone, Guam, Puerto Rico, and the Virgin Islands replied that they had made no provision for the granting of a High-School Equivalency Certificate to a nonveteran on the basis of the use of the GED test. At least seven of these states (California, Indiana, New Jersey, Ohio, Pennsylvania, Rhode Island, and Virginia) and Alaska, Puerto Rico, and the Virgin Islands, while not using the GED test, do have other ways for nonveterans to secure certification of high-school graduation. Ohio uses its own general scholarship test for those nonveterans who have earned ten units of high-school credit, of which one must be American history and civics. In Pennsylvania, nonveterans may secure a high-school diploma by regular attendance in an accredited day or night school or by examinations covering high-school subjects. Likewise, Virginia has its own High School Completion Examination for use with nonveterans.

In summary, from information submitted to the office of the National Association of Secondary-School Principals, 24 states, the District of Columbia, and Hawaii use the GED test; and 24 states, Alaska, Canal Zone, Guam, Puerto Rico, and the Virgin Islands do not use the GED test. Of this latter group which do not use the GED test, 17 states (Alabama, Arkansas, Dela-

ware, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Nevada, New Mexico, Oklahoma, Oregon, South Dakota, Tennessee, Utah, Washington, and Wyoming) and the Canal Zone and Guam do not have a plan whereby a nonveteran who has not completed his high-school education can secure a High-School Equivalency Certificate or Diploma on the basis of an examination. For example, of this group, Massachusetts had granted state High-School Equivalency Certificates to nonveterans, but, since July 1, 1947, due to budget limitations, the issuance of High-School Equivalency Certificates has been confined to veterans; however, the Department of Education hopes to resume this service to nonveterans during the present school year. A number of states replied that they were considering the possibilities of using the GED test and were interested in learning what other states were doing.

RECOMMENDED PRACTICE

At a meeting of the Executive Committee of the Commission on Accreditation of Service Experiences held May 11, 1948, in Washington, the members agreed unanimously to recommend to state departments of education and secondary schools that the high-school level GED test be considered a suitable instrument for the measurement of adult educational development and that it not be evaluated or recognized for high-school equivalency until the candidates have attained the age of twenty-one years. In order to implement this recommendation, the Executive Committee voted to advise the agents of Veterans Testing Service of its action and suggest that, except upon specific request from competent educational authority, the GED test not be administered until the candidates have attained, or are closely approaching, adulthood.

A REPORT BY STATES

Following is a summary of the responses to the inquiry as to whether the GED test is used as the basis for granting High-School Equivalency Certificates to nonveterans.

Alabama

No

The Commission on College and High School Relations has recommended that some arrangement be made whereby nonveterans may secure a High-School Equivalency Diploma through the use of the GED test, but so far no provision has been made.

Arizona

Yes

Form C of the General Educational Development test is now administered to nonveterans regardless of prior high-school credit or attendance who are 18 years of age or older, at the five testing centers designated by the State Board of Education in co-operation with the American Council on Education's

Veterans Testing Service. These centers are: Yuma Union High School, Yuma; Gila Junior College, Thatcher; Phoenix College, Phoenix; Arizona State College, Tempe; and Tucson Senior High School, Tucson. The applicant may obtain the proper application forms from the testing centers. All arrangements for taking the test and for paying the fee for administering the test must be made with the applicant's home school. Upon receipt of the official scores from the testing center, the Department of Public Instruction issues High-School Equivalency Certificates to those qualifying.

Arkansas

No

Arkansas has a statewide testing program for veterans of World War II who may wish to qualify for a Certificate of Equivalency of High School Graduation issued by the State Department of Education on the basis of the GED test. This program is not open to nonveterans nor is any other plan provided. It is possible that the time may come when nonveterans will be included in this program with certain restrictions. This matter has been thoroughly considered, and the decision is to restrict the testing program to veterans.

California

No

At the present time, there is no provision in California for a high-school district to issue a High-School Diploma to a nonveteran on the basis of the GED test or any other types of tests.

Colorado

Yes

The State Department of Education grants a Certificate of Equivalency to any Colorado resident veteran and nonveteran examinee regardless of prior high-school attendance or credit who successfully completes the GED test by either of two alternatives as follows: (a) a standard score of 35, or above, on each of the five sections of the test or (b) an average standard score of 45, or above, on the five sections of the test. A resident for the purpose of this program is defined to include any one who was attending a Colorado public, parochial, or private school at the time of entering the armed forces, or who was at that time a legal resident or a minor dependent of a legal resident and/or any one who is now a legal resident or a minor dependent of a legal resident of the State of Colorado. The tests shall neither be administered nor recognized as a measure of high-school equivalence until after the class of which the examinee was a member has been graduated from high school.

Connecticut

Yes

Any resident of Connecticut, veteran or nonveteran, over 18 years of age, who is not enrolled in a regularly organized high school, may qualify through

examinations for a State High-School Diploma. This diploma is issued to candidates regardless of prior high-school attendance or credit who pass the GED test at the thirty-fifth (35th) percentile level. The diploma may also be earned by passing the state high-school equivalency examinations at the twenty-fifth (25th) percentile level in English, social science, science, and mathematics. To date, the State Department of Education has not administered the GED test but has accepted results from other reliable sources.

Information concerning applications, costs, places, and dates of equivalency examination is secured by writing to the Bureau of Youth Services, State Department of Education, State Office Building, Hartford, Connecticut. No charges are made to veterans of World War II, but others are required to pay three dollars (\$3) for the first, and two dollars (\$2) for each subsequent administration of examinations and two dollars (\$2) for the issuance of the State High-School Diploma. This diploma is the legal equivalent of a local high-school diploma. It is so accepted by institutions of higher learning as well as in employment and promotional situations.

Delaware

No

The GED test is not used for nonveterans; neither has any other plan whereby a nonveteran may secure a High-School Equivalency Certificate been provided.

District of Columbia

Yes

A *bona fide* resident of the District of Columbia for twelve months immediately preceding the date of application, 21 years of age or older, of good moral character, upon payment of \$3, and upon making a standard score of 35, or above, on each of the five sections of the GED test and an average standard score of 45, or above, on the five sections of the GED test is eligible for a High-School Equivalent Certificate. This certificate is granted regardless of prior high-school attendance or credit and is granted to the nonveteran on the same basis as to the veteran except that a veteran who entered the Armed Services prior to July 1, 1946, need not be 21 years of age in order to qualify.

Florida

Yes

All adult (21 years of age or older) legal residents of the state, including veterans, may take the GED test in certain designated examination centers. The tests are graded in the office of the State Department of Education, and the scores made are interpreted in terms of high-school units. Upon earning sixteen units through the examination plan or through a combination of such credit with that earned under conditions approved by the school involved,

a High-School Diploma for Adults is issued on a special form by the State Department of Education. This diploma is granted on the basis of the GED test, regardless of prior high-school attendance or credits and is granted to the non-veteran on the same basis as to the veteran. Only the principals of the state-designated examination centers are authorized to award the High-School Diploma for Adults.

Georgia

Yes

The GED test may be used as a means of qualifying for the State High-School Equivalency Certificate by nonveterans who are twenty years of age or older regardless of prior high-school credit or attendance. The scores which nonveterans are required to make on this test are the same as have been required of veterans—a standard score of not less than 35 on each section of the test, or an average of 45 or more on the five sections of the test. This certificate is granted to the nonveteran on the same basis as to the veteran.

Idaho

Yes

The State of Idaho maintains a distinction between a high-school diploma, which is issued upon completion of requirements by the high school, and the High-School Equivalency Certificate, which is issued by the State Department of Education upon completion of the GED test and making a score of not less than 35 on any one of the five sections of the test. The privilege of taking a GED test and receiving the High-School Equivalency Certificate has been extended by the Idaho State Board of Education to all adults over twenty-one years of age, regardless of prior high-school attendance or credit. The High-School Equivalency Certificate is not considered a substitute for a high-school diploma, but does meet the requirements of certain employing agencies which insist on high-school graduation or its equivalent.

Illinois

Yes

The Office of the Superintendent of Public Instruction recommends that high-school boards of education and administrators may, at their discretion, award a regular High-School Diploma to veterans and other adults over the age of twenty-one, regardless of prior high-school attendance or credit, who are local residents or were former students who now reside outside the state who did not complete high-school training, when the examinee makes an average standard score on the GED test of not less than 45 or a standard score of not less than 35 on any one of the five sections of the GED test. Individual schools may set higher standards. This office does not issue a State High-School Equivalency Diploma. The office recommends and urges that High-School Diplomas

with the notation "Earned Through General Educational Development Test Scores" rather than Equivalency Certificates be awarded to those who make satisfactory GED test scores. Diplomas are granted to the nonveteran on the same basis as to the veteran. Equivalency Certificates are not and cannot be accepted in lieu of High-School Diplomas by some state agencies for licensing purposes.

The GED test is used only for veterans, members of the Armed Forces on active duty, and civilians over twenty-one years of age. It is recommended in the case of the high-school GED test (Test Form A is used only with members of the Armed Forces; Form B is used in hardship cases confined to Veteran Administration hospitals; Forms C and D are used for veterans and non-veteran adults) that such tests not be administered or recognized as a measure of high-school equivalency until after the class of which the individual was a member has been graduated. If the examinee fails on any one of the sections of the test, a period of approximately six months must elapse, and evidence of necessary study must be submitted before the test is administered again. An alternate form must be administered the second time. No examinee shall be administered the test for the third time. The GED test is administered only to those whose application blanks are certified by the proper and recognized authority which will later accept the test results for evaluation. The certifying agency may be a high school, a college, an employer, or any responsible authority which can properly identify and recommend the applicant. A charge of four dollars (\$4.00) is, in most cases, made by the approved agency for the administration of the five sections of the test.

Indiana

No

The GED test is not used for nonveterans, but the state does have provisions for a nonveteran who has not completed his high-school education to secure a High-School Equivalency Certificate.

Iowa

No

No provision is made for the issuance of High-School Equivalency Diplomas to nonveteran adults. While there has been a large number of veterans making application for Equivalency Diplomas on the basis of the GED test, no plan has been promoted whereby adults who were not in the Armed Forces might secure such a diploma. Neither have there been requests by either schoolmen or nonveteran adults to make such a provision. If there had been sufficient demand for it, some plan might have been worked out to take care of these people.

Kansas**No**

No provision has been made for the issuance of High-School Equivalency Certificates to nonveterans on the basis of results of the GED test or on any other basis.

Kentucky**No**

The Department of Education has not authorized the issuance of a High-School Equivalency Diploma to nonveterans on the basis of the GED test or on any other basis.

Louisiana**No**

The State Board of Education has not extended its policy relative to the granting of High-School Diplomas or Equivalency Certificates on the basis of the results of the GED test to nonveterans, nor has any other plan been provided for nonveterans.

Maine**Yes**

The 1947 State Legislature passed a law permitting the Commissioner of Education to issue State High-School Equivalency Certificates to residents of Maine, either war veterans or other citizens twenty-one years of age or over, who demonstrate, through procedures prescribed by the Commissioner, that they have attained a general educational development comparable to that of secondary-school graduates. Certificates so issued have the legal status of High-School Diplomas. Fees sufficient to defray operating costs may be charged by the Commissioner except that honorably discharged war veterans shall be exempt from payment of fees, which shall be paid from the income of the permanent school fund. The high-school level GED test is used as the basis for determining eligibility for a State High-School Equivalency Certificate without reference to high-school credits or high-school attendance. These Certificates are granted to nonveterans on the same basis as to veterans except that veterans need not be twenty-one years of age and they are exempt from the payment of an examination fee. Applicant must have a score of 35 or above in each section of the GED test and an average of 45 in all five sections of the test.

Maryland**Yes**

Since 1940, any individual who has been a resident of the state for at least one year, is at least nineteen years of age, and has not already obtained a high-school certificate or diploma may secure a High-School Equivalency Certificate by taking the GED test and making a standard score on each section of the test at or above 40, provided all scores, when totaled, average 250 standard

score or a standard score of 45 for each section of the test. For recommendation to college, a percentile score of 75 or above is necessary. This Certificate is granted to the nonveteran regardless of prior high-school attendance or credit and on the same basis as to the veteran.

Massachusetts**No**

Since July 1, 1947, applications for the State High-School Equivalency Certificate in Massachusetts have not been accepted from nonveterans due to budget limitations which necessarily confine this service to veterans. Since no plan is now available for the nonveteran, the Department of Education hopes that the program for nonveterans will be resumed during the school year 1948-49.

Michigan**Yes**

In Michigan, the problem of setting up requirements for the High-School Diploma is almost entirely a matter for determination by the local school administration. In so far as the granting of diplomas on the basis of GED test to nonveterans is concerned, there are no state regulations to prevent any Michigan high school that desires to do so from granting diplomas on the GED basis. A number of schools have done this. In all cases the local school makes the decision.

Minnesota**Yes**

Persons twenty-one years of age or over who have not finished high school but who find it necessary to submit evidence of having earned a high-school diploma or its equivalent, when recommended by the local school administration and approved by the State Department of Education, may qualify for a High-School Equivalency Certificate by obtaining satisfactory scores on one of the following comprehensive examinations: GED test (high-school level; to qualify for a certificate, a standard score of 35 must be obtained on each of the five sections of this test) and Iowa Tests of Educational Development (to qualify for a certificate, a standard score of twelve on the Middle-of-the-Year Percentile Norms must be obtained on each of the nine tests in this battery). This certificate may be granted without reference to prior high-school attendance or credit and on the same basis to nonveterans as to veterans.

Mississippi**Yes**

The State High School Accrediting Commission recommended on June 25, 1948, and the State Board of Education later voted to issue a High-School Equivalency Certificate as a part of an adult education program to veterans or

nonveterans, twenty-one years of age or over, who have taken the GED test and made a passing score, subject to the following regulations: (1) the applicant shall be at least twenty-one years of age; (2) the applicant shall be a legal resident of the state for at least one year; (3) the application for taking the GED test shall be filled out and signed by the local school superintendent, high-school principal, or county superintendent of education; (4) the scores required for a passing mark on the GED test shall be an average standard score of not less than 50 or a minimum score of not less than 40 on each of the five sections of the test; (5) the GED test shall be taken at one of the senior college testing centers of the state; and (6) once an applicant has taken the GED test and fails to make a passing score, he is not eligible to take another examination for at least six months.

The Equivalency Certificate is issued by the State Department of Education and mailed directly to the applicant. Results of the GED test are mailed to the local high school to become a part of the permanent record of the applicant. No units of high-school credit are allowed for passing the GED test; in other words, the certificate is granted regardless of prior high-school attendance or credit and on the same basis to a nonveteran as to a veteran. The scores on the test are recorded on the permanent record of the applicant with a statement that a High-School Equivalency Certificate was issued to the individual on the date indicated on the certificate.

Missouri

Yes

An individual, twenty-one years of age and a legal resident of Missouri, making a total of 275 points is entitled to a High-School Equivalence Certificate. These 275 points may be attained by one of two provisions: a total of 250 points on the test in addition to a minimum of 25 points for occupational rating, or a total of 225 points on the test plus a 50-point rating on occupational experience considered to be outstanding and exceptional. In either case, an average must be maintained of 45 percentile points, or higher, with not more than one section of the test falling below a score of 25. Candidates who satisfy all of the prescribed requirements will be awarded a High-School Equivalence Certificate which will bear the official seal of the State of Missouri and the signature of the State Commissioner of Education. The certificate is issued to candidates regardless of prior high-school attendance or credit and is granted to the nonveteran on the same basis as to the veteran. Examinations are scheduled in May and December of each year. Persons failing on the first examination may be re-examined after a lapse of one year.

Montana**Yes**

The State Board of Education has not authorized the issuance of equivalency diplomas to nonveteran adults on the basis of the GED test; however, in a few instances, depending upon the experience and background of the individual, the department has done this. The department prefers that the candidate has had at least two years of high-school work. Nonveteran adults who have secured these diplomas have been adults in their late twenties or early thirties and have assured the department that they would not use the diplomas for college entrance. These nonveteran adults wish to obtain the diploma to aid them in getting a better position. The diploma is awarded to the nonveteran on the same basis as to the veteran in the case of the score obtained on the test.

Nebraska**Yes**

The Department of Public Instruction recommends to local boards of education that the GED test be recognized as a measure of high-school equivalency for nonveterans of twenty-one years of age or older, as well as for veterans, who have completed at least one semester of resident attendance in a high school. Five testing centers over the state have been set up, and, for a fee of \$3.00, a candidate may take the GED test. A minimum standard score of 45 on all sections of the test is recommended by the Department of Public Instruction to be required by the local school officials.

Nevada**No**

The State Department of Education is considering requesting the State Board of Education at its next meeting to consider the privilege of giving the GED test to adults other than veterans who may desire high-school certificates. No provision at present is made for the nonveteran who has not completed his high-school education to secure a High-School Equivalency Certificate.

New Hampshire**Yes**

Candidates nineteen years of age or older may qualify for a High-School Equivalency Certificate if they have completed eight units of work in a standard secondary school by attendance or by standard end-of-course tests and have passed the GED test with a standard score of at least 35 on each section of the test. The test is administered by the State Board of Education, and the certificate is likewise granted by it. This certificate is granted to the nonveteran on the same basis as to the veteran except that the veteran need not have eight units of high-school credit.

New Jersey**No**

The GED test is not used except for placement purposes in high school. The Bureau of Academic Credentials of the Department of Education offers high-school equivalent examinations for a High-School Equivalent Certificate.

New Mexico**No**

Nonveteran adults are not eligible for High-School Equivalency Certificates on the basis of the satisfactory passing of the GED test. No plan is in operation whereby a nonveteran over eighteen years of age who has not completed his high-school education may secure an Equivalency Certificate.

New York**Yes**

Veterans and other adults who have not completed high school may earn a high-school diploma without prior high-school attendance or credit. The Board of Regents has authorized the issuance by the State Education Department of a new credential to be known as the State High-School Equivalency Diploma. The diploma is awarded on the basis of successfully passing the GED test. Examinees, to qualify for the Equivalency Diploma, must be adults, twenty-one years of age or older, who are residents of New York State. Examinations are given at intervals during the year at 27 designated centers throughout Upstate New York and at nine centers in New York City. Two days are required to complete the test. Application forms with complete instructions may be obtained from the principal of any accredited high school or by writing to the State Education Department. Applications must be certified by local secondary-school authorities and filed by them, together with a fee of four dollars, with the testing center serving that community. The State High-School Equivalency Diploma will be valuable as proof of qualification for employment, for promotion in industry, and for acceptance for advanced educational training. It constitutes the legal equivalent of a high-school diploma.

North Carolina**Yes**

The Department of Public Instruction issues a State Certificate of Equivalency on the basis of the GED test. This certificate, equivalent to the regular high-school diploma, is issued on the basis of the GED test, regardless of prior high-school attendance or credit. It is issued only to persons at least twenty years of age who are residents of North Carolina and who give evidence of possessing traits characteristic of a good citizen. Both veterans and nonveterans are eligible for this certificate on the same basis, but only veterans may be granted the high-school diploma.

North Dakota**Yes**

The Department of Public Instruction will issue a High-School Equivalency Diploma, regardless of prior high-school attendance or credit, on the basis of a satisfactory score on the GED test, to *bona fide* residents, veteran or nonveteran, nineteen years of age or over.

Ohio**No**

If a candidate, eighteen years of age or older, has completed a minimum of ten units of high-school credit, of which one must be in American history and civics, the Department of Public Instruction will issue a Letter of Equivalency of High-School Graduation upon taking the Ohio General Scholarship Test for High-School Seniors and making a score equivalent to the 30th percentile. High schools may grant diplomas to veterans who have successfully passed the GED test and have earned four units of credit (including one unit in American history and civics) in an approved high school, two of which must be in the high school granting the diploma and meet other requirements specified by the State Department of Education. This privilege is not open to non-veterans nor to those who entered the Armed Services after October 5, 1946.

Oklahoma**No**

The State of Oklahoma does not recognize the GED test as meeting the requirements for a High-School Diploma or its equivalent to nonveterans. The privilege is extended only to veterans of World War II. No plan is available whereby a nonveteran who has not completed his high-school education may obtain a High-School Equivalency Certificate by examination.

Oregon**No**

The GED test is used only with veterans. No plan is available whereby a nonveteran who has not completed his high-school education may obtain a High-School Equivalency Certificate by examination.

Pennsylvania**No**

Nonveterans in this state may secure a High-School Diploma in the following two ways: (a) by regular attendance in an accredited day or night school or (b) by examinations offered by the Department of Public Instruction three times a year, covering high-school subjects. Admission to such examinations is denied any applicant under eighteen years of age regularly enrolled in an accredited secondary school. Each series covers three days of testing, and applications with full instructions may be obtained about six weeks before the series is scheduled. Each application must be filled out in full and

returned to the Department of Public Instruction with a fee of two dollars (\$2.00) before the deadline date specified on the application.

High-School Equivalent Diplomas earned by either of the above-named methods are accepted in all fields of preprofessional certification. The Department of Public Instruction issues a High-School Equivalent Diploma on these credits when the requirements of sixteen units of credit (3 units of English; 2 units of social science, 1 of which must be American history; and 11 electives in any other accredited high-school subjects) are met. The GED test has not been accepted for nonveterans.

Rhode Island

No

The GED test is not used for nonveterans; instead, standard co-operative tests are used—these since 1938.

South Carolina

Yes

In 1940, by authority of the State Board of Education, the University of South Carolina Personnel Bureau instituted an achievement-testing program for the Office of State High-School Supervisor, as a basis for awarding a State High-School Certificate. The achievement examinations are various forms of the co-operative English tests A, B₁, C₁, and the Co-operative Tests of General Proficiency in the fields of mathematics, natural sciences, and social studies. Examination service is available to all South Carolinians, veterans and nonveterans alike, who are within the age limit—nineteen years of age or older—irrespective of previously earned high-school credit or of high-school attendance. The service is designed to enable capable South Carolinians to qualify for a High-School Graduation Equivalence Certificate in substitution for the State High-School Diploma. Examinations are regularly administered by the Personnel Bureau on the University campus on all weekdays, except Saturdays and holidays, for a fee of \$5.00, as established by the State Board of Education. Satisfactory scores on the High-School Level GED test, restricted forms, are also acceptable when transmitted officially.

South Dakota

No

This state has made no plans for granting High-School Equivalency Diplomas to nonveterans either on the basis of the GED test or any other types of tests.

Tennessee

No

No provision for use of the GED test or any other types of tests for nonveterans has been made to date; however, a plan has been submitted to the State Board of Education for its consideration.

Texas**Yes**

The Texas State Committee on Classification and Affiliation of Schools has not definitely authorized the granting of Certificates of High-School Equivalence to nonveterans regardless of prior high-school attendance or credit who have successfully passed the GED test. However, a few individual school districts are doing this with the approval of the State Department of Education. In these schools, the certificate is granted to the nonveteran on the same basis as to the veteran, but the Department of Education recommended that no test be administered until after the class of which the individual was a member has been graduated.

Utah**No**

A State Committee recommended to the State Board of Education that a plan for the granting of High-School Equivalency Diplomas to nonveterans be inaugurated. The plan is only in its early stages of development. As a result, there is no plan whereby a nonveteran who has not completed his high-school education may secure a High-School Equivalence Certificate.

Vermont**Yes**

The Secondary-School Equivalence Certificate is issued to adults, 21 years of age or older, on the basis of satisfactory scores obtained on the five sections of the GED test, regardless of prior high-school attendance or credit. Examinations are given four times a year at four state testing centers and as applications are received at a fifth center. This certificate is granted to the nonveteran on the same basis as to the veteran. Application forms may be secured from a secondary school, the superintendent of schools, offices of the Veterans Administration, or from the State Department of Education. All applications must be submitted to the State Department of Education, through local school authorities, together with a fee of five dollars for testing service. The Secondary-School Equivalence Certificate is the legal equivalent of a high-school diploma and may be accepted by colleges, universities, and other educational institutions as well as by employing agencies.

Virginia

The use of the GED test in so far as high-school equivalency is concerned is confined to servicemen. The state does have a High-School Completion Examination which is designed to be administered to graduates of unaccredited

high schools and to adults who have had their high-school work interrupted but who have continued their education through some means apart from the high school. If an applicant is able to make a satisfactory score on this examination, it is adjudged that he has acquired the equivalent of a general high-school education in so far as college entrance and vocational requirements are concerned. Upon the approval of a veteran's or nonveteran's application for the Virginia High-School Completion Examination, this examination may be administered by the division superintendent.

Washington

No

The matter of making the GED testing program and resultant granting of Certificates of Equivalency available to nonveterans was presented to the Washington State Board of Education in December, 1947. The Board, after considerable discussion, did not act favorably upon the proposal; therefore, no plan is provided to issue a High-School Equivalency Certificate to a nonveteran.

West Virginia

Yes

Nonveterans, twenty-one years of age or older, regardless of prior high-school attendance or credit, are eligible to take the GED test. If they pass it successfully, they are awarded State High-School Equivalent Diplomas. Diplomas are granted to nonveterans on the same basis as to veterans.

Wisconsin

Yes

Local high schools may issue High-School Diplomas or Equivalency Certificates to nonveterans regardless of prior high-school attendance or credit who are twenty-one years of age or older and who have successfully passed the GED test. The certificate or diploma may be granted to nonveterans on the same basis as to the veteran if the nonveteran is twenty-one years of age or older.

Wyoming

No

No provision has been made for a nonveteran over 18 years of age who has not completed his high-school education to receive a High-School Equivalency Certificate.

Alaska

No

Alaska does not use the GED test as a basis for awarding a high-school diploma either to veterans or nonveterans. In accordance with Territorial Board of Education Regulations, any person 21 years of age or over who is not a high-school graduate may, by application to the Commissioner of

Education, be given an opportunity to take special examinations in high-school subjects. Such examinations are prepared by the Commissioner of Education who also is authorized to fix standards of achievement which determine whether the person shall receive credit or not. When the applicant meets certain requirements set by the Territorial Board of Education for high-school graduation and has successfully passed the special examinations, the Commissioner of Education is authorized to issue a Diploma of High-School Graduation. The diploma as issued is the standard High-School Diploma of Graduation and is not a High-School Equivalency Diploma.

Canal Zone

No

No provision has been made for a nonveteran who has not completed his high-school education to secure a High-School Equivalency Certificate or Diploma.

Guam

No

At present no High-School Equivalency Diploma is being issued. Serious consideration is being given to the issuance of a certificate.

Hawaii

Yes

Persons in the Territory of Hawaii, over 18 years of age, may qualify for High-School Certificates provided they apply to an adult-education principal or counselor for a GED test and meet the minimum GED test standards set by the Department of Public Instruction and have completed 11½ years of education or have achieved, through a number of years of occupational success, a maturity which may be deemed equivalent to the educational and performance background of a high-school education.

Puerto Rico

No

The Department of Education does not utilize the GED test as a basis for granting a High-School Equivalency Certificate or Diploma to nonveterans. However, correspondence courses, including all high-school subjects, are offered by a bureau of this department. Tests on courses are given twice a year, June and December. Upon completion of high-school requirements, the High-School Diploma is issued to the nonveteran.

Virgin Islands

No

No provisions have been made for use of the GED test in the granting of a High-School Equivalency Certificate to nonveterans. However, the Department of Education does have another plan whereby a nonveteran who has not completed his high-school education can secure a High-School Certificate.

STATE PRACTICES FOR NONVETERANS TO SECURE HIGH SCHOOL CERTIFICATION

	Utilize GED Test	Have Other Plan	Grant Cert. on Basis of GED Test Without Regard to High Sch. Attend. or Credit	Grant Certificate (GED Test) on Same Basis to Nonvet. as to Veterans	Minimum Age at Which Equiv. Cert. is Granted
Alabama	No	No			21
Arizona	Yes		Yes	No	
Arkansas	No	No			?
California	No	Yes			a
Colorado	Yes		Yes	Yes	18
Connecticut	Yes		Yes	Yes	
Delaware	No	No			21
D. C.	Yes		Yes	Yes	21
Florida	Yes		Yes	Yes	20
Georgia	Yes		Yes	Yes	21
Idaho	Yes		Yes	Yes	21
Illinois	Yes		Yes	Yes	None
Indiana	No	Yes			
Iowa	No	No			
Kansas	No	No			
Kentucky	No	No			
Louisiana	No	No			
Maine	Yes		Yes	Yes	21
Maryland	Yes		Yes	Yes	19
Massachusetts	No	No ¹			?
Michigan	Yes		[Practice varies locally]		
Minnesota	Yes		Yes	Yes	21
Mississippi	Yes		Yes	Yes	21
Missouri	Yes		Yes	Yes	21
Montana	Yes		Yes	Yes	20
Nebraska	Yes		No ²	Yes	21
Nevada	No	No			
N. Hampshire	Yes		No ³	No ³	19
New Jersey	No	Yes			None
New Mexico	No	No			
New York	Yes		Yes	Yes	21
North Carolina	Yes		Yes	Yes	20
North Dakota	Yes		Yes	Yes	19
Ohio	No	Yes			18
Oklahoma	No	No			
Oregon	No	No			
Pennsylvania	No	Yes			18
Rhode Island	No	Yes			a
South Carolina	Yes		Yes	Yes	19
South Dakota	No	No			
Tennessee	No	No		Yes	a
Texas	Yes		Yes	Yes	
Utah	No	No			21
Vermont	Yes		Yes	Yes	21
Virginia	No	Yes			
Washington	No	No			21
West Virginia	Yes		Yes	Yes	21
Wisconsin	Yes		Yes	Yes	
Wyoming	No	No			21
Alaska	No	Yes			
Canal Zone	No	No			
Guam	No	No			
Hawaii	Yes		Yes	Yes	18
Puerto Rico	No	Yes			None
Virgin Islands	No	Yes			?

a The Department of Education recommends that no test be administered until after the class of which the individual was a member has been graduated.

¹ Discontinued July 1, 1947, on account of budget limitation but the Department hopes to resume the practice.

² Requires one semester of high-school credit.

³ Requires eight units of high-school credit.

The GED Test and College Entrance Requirements

THE Commission on Accreditation of Service Experiences of the American Council on Education, Washington, D. C., was asked by the War Department to provide a compilation of current accreditation policies and practices with special reference to the acceptance of education credits earned through military service and participation in the Army Education Program. This information is to be used in connection with the Army's program of sending a limited number of officers to civilian educational institutions. These officers are full-time residence students and will enroll for advanced study, both on the graduate and undergraduate levels. At the same time, the Commission receives many requests from educational institutions asking what procedures are being followed by other institutions in evaluating various aspects of service school training, either for veterans or for men in active service.

In an effort to supply these and other needs, the Commission last year prepared a questionnaire of eleven questions concerning institutional practices and policies with respect to the evaluation of service training. This questionnaire was sent to eighty collegiate registrars. The information presented in the study of these responses is representative of the current policies and practices of higher institutions. Obviously, to be a valid summary of practices on a nation-wide basis, many more institutions would have to be queried. However, at least one questionnaire was sent to each state, the District of Columbia, and the Territory of Hawaii. Thirty-five states, the District of Columbia, and the Territory of Hawaii responded. Responses were received from state universities, privately endowed universities, liberal arts colleges, technical institutes, teachers colleges, and junior colleges. Replies from the sixty-eight institutions represent an 85 per cent response to the questionnaire.

Of the eleven questions, the answers to question No. 1 are of specific interest to high-school principals. In view of this, the summary follows:

SUMMARY OF THE RESPONSES OF 68 REGISTRARS TO QUESTION NO. 1

QUESTION:—*May service personnel qualify academically for admission to the freshman class by satisfactory completion of the high-school level GED Tests?*

YES 57; NO 9; UNCLASSIFIED 2

Thirty of the responses from institutions checking "yes" did not indicate that any restrictions were placed upon this policy. Twenty-seven institutions, while admitting on the GED Tests basis, placed the following limitations:

Six institutions accept GED Tests in lieu of partial high-school credits. The amount and kind of credit accepted in lieu of traditional high-school credits varies. One institution accepts these credits only as electives. In one institution, the student must present at least one year's credits of high-school work, and in another, three; but in both institutions a student must present required subject credits. One institution will allow a maximum of four units for the tests, and if with this credit the applicant has a total of fifteen units, he may be admitted as a regular student. The fifteen units may also include credit for basic training and any service school credit as recommended by the American Council *Guide*.

Five institutions require that the student first must have received a diploma or equivalency certificate from his local high school or from the state department of education, although one of the five institutions will allow a student who does not have the secondary-school credential to submit his test scores to be used in connection with other evidence to determine his eligibility. Another, if he is not a freshman, will admit him as a special student, partly on evidence of his ability as established by the GED Tests.

Three institutions will accept only state residents on the basis of the GED Tests. Two will accept the student on probation if he has some high-school credit. One requires such students to present evidence of courses or equivalent experience in algebra and geometry. Another requires a student to show mathematical proficiency for entrance into an engineering curriculum.

One accepts GED scores above the 80th percentile for out-of-state students. One reported that GED Test results were accepted as entrance requirements to the general college, but other colleges on the campus have requirements other than a certificate from high school. One states that students are accepted on the basis of the GED Tests if their high-school education was interrupted by military service. One accepts results in lieu of high-school credit, but the student must, in addition, be able to pass a college aptitude test. One does not accept students on their test results unless they were in the army prior to V-J Day.

One institution limits its acceptance of the tests in three ways: (1) for students who attended local high schools located in the same city as the college, the applicant must have completed the ninth grade with four units of credit, including mathematics; (2) scores accepted for college entrance must be higher than those used as a basis for granting a diploma; and (3) if a stu-

dent is in an engineering or professional program, requirement deficiencies will be imposed.

Another will accept satisfactory scores for the GED Tests in addition to the psychological aptitude tests, to admit students on trial in their Division of Special Students. A "C" average on the first twenty-four credit hours attended will then entitle the student to transfer to the junior college in nonprofessional curricula; thus, excluding pre-professional curricula for law, medicine, pharmacy, and engineering. Another checked "yes" but indicated that the actual acceptance of students on the basis of the GED Tests was up to the dean of the college in which the student registered.

In three of the nine institutions which checked "no" to the question, comments made by the registrar indicate that the GED Tests are used to a certain extent for admission purposes. One of these three institutions uses the scores to supplement the information of the candidates' background and to fulfill partial admission requirements. The second institution accepts the GED Test scores if the applicant can also pass the institution entrance examination. The third accepts a student with a poor high-school record if he can present satisfactory results on the GED Tests.

Only one comment was made by any of the other six institutions which checked "no" to the question. This college stated that it was not opposed to allowing credit for the tests, but the number of applications for admission was so large that it limited its enrollment to graduates of fully accredited secondary schools and who met the subject matter entrance requirements in full.

Responses from two institutions have been listed as "unclassified." One university did not make a specific reply but reported "not in general." The other university likewise did not check "yes" or "no" but said that it did not admit veterans on the basis of the GED Tests alone. Scores on such tests, however, were used to supplement the candidates' academic backgrounds.

On the basis of the affirmative replies to this question, it would appear that eighty-four per cent (57) of colleges and universities participating in this survey will allow service personnel to qualify for admission to the freshman class by satisfactory completion of the high-school level tests. Fifty-two and six-tenths per cent of these institutions did not indicate that any restrictions were placed upon this policy.

It may be noted that, while five of the responses have been listed as "no" or "unclassified," these institutions have indicated that they do consider the tests to some extent. Thus, sixty-two of the sixty-eight institutions (91%) use the high-school level GED Tests in some way as academic qualifications for college entrance.

Employment Problems of Out-of-School Youth

ELIZABETH S. JOHNSON

MANY boys and girls are leaving school without adequate preparation for meeting the demands of modern industry. They enter a labor market in which their opportunity for desirable employment is far less than that indicated by the general availability of jobs. Too often the result is either a poor job or no job at all. This means disappointment, frustration, and curtailment of schooling for many young people without even the compensation of satisfaction on the job and adequate financial return from employment.

The waste of youthful energy and opportunity, created by the gap between the inadequate preparation of young people and available opportunities for desirable jobs, calls for national, state and community recognition. The problem must not be obscured by present high levels of general employment. To prevent this waste, improved educational facilities and teaching, to hold the interest of the nonbookish students and the less gifted ones, are vital. Student-aid resources for young people are essential to enable them to take advantage of what the schools and the community offer. Legal protection against bad working conditions and employment at too young an age must be extended. Special attention to the provision of the best possible counseling and placement services for boys and girls at a crucial time in their lives will pay large dividends to them in personal satisfaction and vocational success.

EXTENT OF YOUTH EMPLOYMENT

Wartime labor shortages brought into the labor market thousands of children and young people who would normally have stayed in school and also gave employment to thousands of young people who had left school

Elizabeth S. Johnson is Director of the Child Labor Branch of the Wage and Hour and Public Contract Divisions, U. S. Department of Labor, Washington, D.C.

and were unemployed. There were, in April, 1945, upwards of two million more boys and one and one-half million more girls, fourteen through nineteen years of age, in the labor force¹ than might be normally expected in peacetime. Although this situation changed markedly within two years, labor-force participation by this age group was still relatively high compared to the thirties; the excess over "normal" in April, 1947, amounted to a million for boys and considerably more than half a million for girls.

No official count has been made of children under the age of fourteen years who work. They are not included in the Census "labor force;" but other sources indicate that their number is large both in agriculture and in other kinds of work—not only in summer employment, but also in part-time and even to some extent in full-time jobs during the school term.

The accompanying Census estimates of the number of young people fourteen through nineteen years of age in the labor market indicate whether or not they are also attending school.² These are for October, 1946—the only recent date for which the school attendance information is available:

CENSUS ESTIMATES

<i>Age range</i>	<i>Out of school and in labor market</i>	<i>In school and working</i>	<i>In school and not working</i>
Aged 14 and 15.....	¾ million	½ million	3¾ million
Aged 16 and 17.....	1 million	½ million	2¼ million
Aged 18 and 19.....	2 million	¼ million	¾ million

Of the workers under the age of twenty years, those fourteen through seventeen are given special consideration in this discussion of youth employment. By omitting those aged eighteen and nineteen years, most of the boys under twenty years of age in the armed forces are excluded, thus limiting the coverage to civilian employment. The fourteen- through seventeen-year-old group also is of particular interest in the light of the growing public conviction that school should be a full-time job for the child until he is at least sixteen and that a much larger proportion of those aged sixteen and seventeen years ought to attend school than are now doing so.

In April, 1947, the number of boys and girls aged fourteen through seventeen years, estimated by the United States Bureau of the Census as being employed full-time or part-time, was nearly two million. This number was twice as large as in 1940, before the United States entered the war, despite the fact that the population of this age group decreased by about a mil-

¹That is, in the combined civilian labor force and armed forces.

²Based on unpublished estimates of U. S. Bureau of the Census. These figures exclude persons in the armed forces and those who for other reasons are neither in school nor in the labor market.

lion between 1940 and 1947. Three times as many children of fourteen and fifteen years were employed in 1946 and 1947 as in 1940.

KINDS OF EMPLOYMENT

The kinds of work open to young people are influenced by both Federal and state child-labor laws and the effectiveness of their administration, as well as by industrial activity and employment practices. The child-labor provisions of the Fair Labor Standards Act of 1938 fixed a national standard for the employment of children in establishments producing goods for interstate or foreign commerce. The basic minimum age for employment in such establishments is sixteen years, with a minimum age of eighteen in occupations found and declared hazardous; employment, however, is permitted for children fourteen and fifteen years of age outside school hours in certain limited nonmanufacturing and nonmining occupations under restrictions established by ruling.

In eighteen states a basic 16-year minimum age has been established by state law, which usually applies to all work in factories and in general to most work during school hours. In most of the remaining states the basic minimum age is fourteen years.

Industrial practices and job requirements also place limitations on the employment of young persons. Actually, much of the existing work of young people is in the kinds of establishments that traditionally have comparatively small numbers of employees and relatively undeveloped personnel policies. In the larger establishments with planned personnel policies, the tendency appears to be toward employment of fewer workers under age eighteen.

The group of nearly two million young workers aged fourteen to seventeen years who were reported at work in April, 1947, by the Bureau of the Census had found jobs in many areas of employment. A third of the 16- and 17-year-old workers were in trade, a fifth in manufacturing, and a fourth in farm work. Of those aged fourteen and fifteen years, nearly half were engaged in agricultural industries, a fifth in service industries, and a fifth in trade; a tenth were in manufacturing industries.

For example, in one city—Louisville, Kentucky—where the general minimum age for employment under the state law is fourteen years, half of the youngest workers (aged fourteen and fifteen years) were in retail trade—most of them in 5- and 10-cent stores, grocery stores, and restaurants. A third were in service industries, principally in laundries and hospitals, and in domestic service in private homes. Only ten per cent were in manufacturing establishments. The boys and girls sixteen and seventeen years of

age had fewer jobs in trade, that is, twenty-nine per cent; about twenty per cent were in the service industries, mostly in laundries and business and repair services; thirty-five per cent were in manufacturing.

The jobs obtained by young people under eighteen years of age, particularly by those under sixteen years, are often undesirable from the point of view of hours and working conditions. Visits to establishments made by inspectors of the United States Department of Labor, to obtain compliance with the child-labor provisions of the Fair Labor Standards Act, disclosed many such examples. In the fiscal year ending June, 1947, for instance, children fourteen and fifteen years of age, and even younger, were found working on ice-delivery trucks, in meat-packing plants, and in woodworking establishments. In canning and packing establishments, for example, many worked for long hours—sometimes up to sixty-five a week—or late at night. Children of fourteen years were working in a bakery, boxing pies and loading them on trucks, from 6 P.M. to midnight or 3 A.M. In a cigar-manufacturing establishment, children fifteen years of age worked on the night shift until 11:30 P.M., and some as young as fourteen worked up to fifty-two hours a week. A 14-year-old boy lost an arm while operating an extractor in a laundry; a 15-year-old girl lost three fingers of her right hand at the second joint when the metal-cutting machine which she was operating became jammed; a 17-year-old boy, who had worked for fourteen consecutive hours when injured, lost four fingers while operating a meat-grinding machine.

As the volume of employment of young people receded between 1945 and 1947, there appeared to be a persistent and serious tendency toward violation of legal safeguards for their employment. According to inspections made under the child-labor provisions of the Fair Labor Standards Act, as many minors under eighteen years of age were found employed in violation in the fiscal year 1947 as in 1946. Compared with the wartime peak of 1945, the number of boys and girls under eighteen employed in inspected establishments dropped seventy per cent in 1947, whereas the number found to be employed in violation of the act dropped only twenty-eight per cent.

HIDDEN UNEMPLOYMENT OF YOUTH

The recent wide employment of boys and girls fourteen through seventeen years of age has obscured emerging unemployment among teen-age youth. There is a break between school and occupational adjustment that is serious for many young people currently coming of age. Despite the decrease from wartime levels in employment of boys and girls of these ages—roughly the high-school-age group—little change has occurred in the level

of high-school enrollment, which had dropped markedly during the war.

The emerging problem of unemployment for out-of-school youth is concretely revealed by a survey made by the United States Department of Labor in the spring of 1947.³ Louisville, Kentucky, a city of varied industries and a generally high level of employment at the time, was selected for this study. One phase of the study was interviewing 524 out-of-school boys and girls fourteen through nineteen years of age, and another was interviewing selected employers on their viewpoints and practices in employment of young people.

Among the 217 boys and girls sixteen and seventeen years of age out of school and in the labor market in this city, one was out of school and wanting work to every two who were out of school and working; among the 194 who were eighteen and nineteen years old, one in five was out of work; of the 113 in the youngest group, aged fourteen and fifteen years, nearly half were jobless. This was not merely temporary unemployment. Of these young people who were without jobs, two-thirds had been seeking and wanting work for a month or more.

The findings in Louisville as to unemployment among young persons out of school are consistent with information obtained from scattered localities in various ways. Declining job opportunities for youth, particularly those under eighteen years of age who have not completed high school, are indeed a feature of many reports of school and employment offices which have given special attention to young people and have made reports on this phase of the program.

When young people leave school, practically all want to work; they want to grow in personal as well as economic independence; and they want money to be able to buy and do things. For many young people percentages of employment as high as among the Louisville group can result only in a waste of valuable time and energy and in a depressing effect upon their occupational future. All these symptoms point ahead to a serious problem of joblessness, idleness, and discouragement among out-of-school youth of high-school age unless vigorous countermeasures are taken.

The break between school and satisfactory occupational adjustment exists because of the gap between the preparation given the young person by family, school, and community and the demands of employers seeking efficient workers.

³The survey was made by the Child Labor and Youth Employment Branch, then in the Division of Labor Standards, and subsequently transferred to the Wage and Hour Division as the Child Labor Branch.

Employers' attitudes toward taking on young workers, of course, greatly affect opportunities for employment. As shown by interviews in the Louisville study, many employers stated that youngsters under eighteen were too immature and undependable for serious application to a job or, in case of work of high speed and highly repetitive nature, were not physically developed enough to carry it. Employers also seemed to be becoming more interested than in the past in their workers having high-school education. Even if the immediate job was unskilled, they expressed the opinion that the high-school training and experience helped boys and girls to learn to get along with other people and made them better adjusted, and that the general knowledge acquired added to their value as workers. One personnel manager said,

Education is the most important factor in the business and personal life of an individual. I ask every applicant why he did not complete high school, because I believe that the ability to complete a goal and finish a task is a significant index of stability. Since all work is becoming more specialized, it is not what you learn but your ability to solve a problem and complete a goal that matters.

Reasons given by young people for not finding jobs dovetail with employers' attitudes. They said: "I can't find a job because I'm not old enough, because the employment service doesn't have jobs for boys under eighteen, because someone else always gets there first, because I haven't got enough education for the kind of job I want." The reasons why so many jobs which these children obtained were short-lived reflect similar difficulties. Loss of a job was often due to the young worker's dissatisfaction with the conditions or discipline on the job, or the employer's dissatisfaction with the young worker's performance.

The inadequacy of the equipment of many out-of-school youths in the labor market is suggested by the situation in Louisville. As to schooling, the majority of the out-of-school young persons who were interviewed had left school before completing high school, and almost two thirds of the group studied who were under eighteen years of age had left school without completing more than the eighth grade. Many had left because they did not like school or because they were dissatisfied with the particular courses open to them; on the other hand, many had left because of economic pressures due to problems of family support or lack of personal funds. In addition, the ability to get a job easily seemed to depend to some extent upon greater alertness or more knowledge of how to look for jobs on the part of one applicant as compared with that of another or upon help from friends or relatives. It was often the shy, less alert boy or girl, with little idea of where to go or what he wanted

to do, who was experiencing a serious and discouraging amount of idleness. Very often, too, the Negro boy or girl searching for a job encountered great difficulty in locating one.

There emerges from these facts a picture of many young people out of school and in the labor market without the maturity, personal qualifications, and educational equipment that most employers want. Cut adrift from school, in need of earnings, yet with frequent and sometimes long periods of unemployment when they cannot satisfy that need, they are developing traits of restlessness, laziness, and dissatisfaction that undo in them the homely virtues that they so badly need for satisfactorily holding any job.

GREAT AMERICAN SERIES. — Stressing American ideals, seven San Diego City high schools last spring (April 28-June 9, 1948) presented a series of weekly radio dramas based on the lives of Great Americans. The series, launched during the observance of California Public Schools Week as a public relations project, was entitled, "Great Americans." San Diego's oldest radio station, KFSD, the local National Broadcasting Company outlet, carried the broadcasts as a public service.

Advance preparation for the series began in January after high-school principals each accepted a commitment for one production, based on the life of a great American who had made an outstanding contribution to the American ideal. On a voluntary basis each school chose an historically outstanding American and launched the project which was designed to give students opportunities in the research, writing, and production of original radio plays. Individual 15-minute scripts were created on the lives of Walt Whitman, Oliver Wendell Holmes, Theodore Roosevelt, Thomas Edison, Thomas Jefferson, Clara Barton, and Andrew Jackson. Work on the scripts proceeded on a three-fold assignment suggestion with social studies departments being given the jobs of research; English departments, writing; and drama departments taking the responsibility of production. Each production was transcribed at the studio with a radio professional in charge of studio production.

When the series was completed and presented over the air, the transcriptions were made available to the public exhibit at the San Diego County Fair (June 25-July 5) where the original, student-produced dramas were played to additional thousands who were visiting the fair grounds. After the fair, the transcriptions were placed in the San Diego City School Audio-Visual Instruction center where they are now available to teachers in the school system who wish to utilize them as supplementary classroom tools. Another popular use to which one of the scripts was placed was as a radio performance before one of San Diego's largest American Legion posts. At that time, students of Hoover High School presented their radio drama on Theodore Roosevelt. The program was a simulated broadcast presented in a large auditorium with the use of microphones and all mood music and recorded sound effects used when the original transcription was made.

The National Picture of Guidance and Pupil Personnel Service

FRANKLIN R. ZERAN
GALEN JONES

WARS have emphasized the value of guidance and personnel techniques as well as the necessity for adequate training programs. Prior to World War I and, in fact, until the early part of World War II, guidance and personnel work was looked upon by many as a panacea, a frill, a philosophy, a new form of education, a lodestone, or, in some cases, a millstone. Questions were also raised as to whether or not others than experts could find a place in a guidance or personnel program. But World War I did bring relatively accurate group scholastic aptitude tests to schools and industry. However, untrained personnel as well as "experts" with a singleness of vision caused many to question the usefulness of guidance and personnel work.

In World War II, the Army Air Force with its selection and classification based on an individual's performance on the Aircrew Classification Battery; the ASTP and V-12 programs; the work of the classification and assignment sections; and the use of Forms 20, 100, 553, and the "Q" Card have again proven the value of guidance and personnel techniques. This time, however, trained personnel, to a certain degree, were available. Preservice work had been given; however, a tremendous emphasis was placed on inservice training of guidance and personnel workers. Industry's use of selection and placement techniques to get "the right man on the right job at the right time," its on-the-job training programs, and its upgrading of workers have demonstrated that guidance and personnel programs are a necessary part of the business enterprise. The "man-on-the-street" has become conscious that there are techniques available to acquaint him with the various ways in which he may discover and

Franklin R. Zeran is Dean of the School of Education, Oregon State College, Corvallis, Oregon, and Galen Jones is Director of the Division of Secondary Education, Office of Education, Federal Security Agency, Washington, D. C.

use his natural endowments. And, in addition, he has become alert to the special training available from many sources enabling him to live and make a living to the best advantage of himself and society. Stress has been laid upon the fact that a person is an individual and, as such, is different in one or more ways from even his brothers and sisters. To discover his aptitudes, attitudes, abilities, interests, and limitations is essential if our human and natural resources are to be used to produce the greatest returns.

In harmony with this is the statement of Harvard University President James B. Conant,

Again, a highly important problem in this area which cuts across both business and education is the process of advising and counseling individuals so that they reach in life an activity which generally accords with their abilities and interests. Evidence is accumulating that the square peg in the round hole is at the root of much of our individual and social unhappiness and frustration.¹

That guidance and personnel work has come of age is indicated by facts such as revealed through:

1. Offerings at colleges and universities in the fields of guidance and personnel work
2. Passage and operation of the George-Barden Act of 1946
3. Certification of counselors
4. Association, state, and institutions of higher learning studies of guidance services in local schools
5. A survey of counselors and guidance workers in the public secondary schools of the United States.

I. OFFERINGS AT COLLEGES AND UNIVERSITIES IN THE FIELDS OF GUIDANCE AND PERSONNEL WORK

A survey for offerings in the fields of guidance and personnel work in colleges and universities for the summer of 1947 revealed that at least 64 of them offer major work for the Master's degree while at least 39 offer either the Ph.D. or Ed.D. with a major in the fields. Strangely enough, however, is the fact that, in these institutions offering major work in the doctoral degree, the number of courses ranged from only two courses at some places to over twenty-five at others.

Most of the offerings in guidance and personnel work in the summer of 1948 contained a central core composed of: principles of guidance, tests and measurements, organization and administration of guidance programs, informational services—occupational and educational—and counseling techniques.

¹Conant, James B. "America's Fitness to Survive." *The Harvard Educational Review*. Vol. 17, No. 4, Fall, 1947. P. 236.

A few of the many other courses offered were: rehabilitation and vocational counseling, personnel and counseling problems, guidance for the classroom teacher, guidance in the elementary school, personnel management, and personnel work in colleges and universities. In 73 of the 188 institutions reporting, only one course was offered during the summer. This was usually in principles of guidance.

There has been a definite trend toward guidance workshops, institutes, and co-operative counselor training programs in the various institutions—51 institutions having one or more of these types. For example, in 1947 Cornell University had a workshop in guidance for rural school administrators; in the Midwest, Northwestern University had its Eleventh Annual Conference on Guidance and Personnel Work, while the University of Wisconsin held its long-established institutes which included one in the field of guidance. On the west coast, Oregon State College had a guidance workshop for 23 experienced counselors from Oregon and one each from Washington and Montana. This was an invitational type of workshop which may grow in popularity among the experienced counselors.

Offerings in the field of guidance and personnel work were characterized by an increased number of counseling clinics, laboratories, field work, and supervised experience in counseling techniques.

Another characteristic of summer session offerings was the use of a large number of instructors who were not members of the regular staff but were people who were actively engaged in guidance at the elementary and secondary levels as well as in industry. In this manner, much of the theory which was formerly offered as courses in the earlier years has disappeared. With it should come a growing faith in the usefulness of guidance and personnel practices.

II. THE PASSAGE AND OPERATION OF THE GEORGE-BARDEN ACT

The George-Barden Act, approved August 1, 1946, authorized specific amounts for vocational education in agriculture, vocational education in home economics, vocational education in trades and industries, and vocational education in distributive occupations. While it did not provide authorization for a specific appropriation for vocational guidance, yet the language of the Act is specific in its recognition of vocational guidance as a reimbursable activity. Section 3 of the Act states:

The funds appropriated under authority of paragraphs 1 to 4 inclusive [these paragraphs deal with specific amounts for the four services of vocational education] . . . may be used for assisting the several States and Territories, for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-

trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work experience training programs for out-of-school youth . . . for purchase or rent of equipment and supplies for vocational instruction . . .

Harry A. Jager, Chief, Occupational Information and Guidance Service, Vocational Division, Office of Education, Federal Security Agency, in an article in *Occupations*, the Vocational Guidance Magazine for May, 1947, entitled "The George-Barden Act as Influence in the Further Development of Guidance Work" states:

The conditions under which this activity (vocational guidance) may be operated were left, as is the case with any other authorization of the Act which is general rather than specific in nature, to interpretation by the U. S. Office of Education through a formal statement of policy. . . . The essential characteristics of this policy are contained in the paragraphs quoted from the official "Supplement to Vocational Education" Bulletin No. 1.

It will be permissible to use the funds appropriated under the several authorizations of section 3 (a) of the George-Barden Act to provide the following services:

- a. The maintenance of a state program of supervision in vocational guidance
- b. The maintenance of a state program of training vocational counselors
- c. The salaries and necessary travel of vocational counselors and the purchase of instructional equipment and supplies for use in counseling.

In order fully to comprehend the possible far-reaching effects of this Act as interpreted by the U. S. Office of Education, we need again to turn to Mr. Jager's article which goes on to state:

It is understandable that in an Act devoted to the promotion of vocational education the guidance services authorized should be described as "vocational guidance" and the counseling as "vocational counseling." All persons are aware of the fact that neither of these terms has a generally accepted definition . . . It was the consensus of this group (three state superintendents of public instruction and three state directors of vocational education) that if any distinction was to be made between a vocational counselor and any other kind of counselor it would be this: The vocational counselor should be trained in all the skills considered necessary in any person called a counselor by the best standards. The word "vocational" would denote added training which would make him particularly competent in vocational implications.

Mr. Jager continues:

If this concept prevails, there should be no occasion for worry as to whether persons trained as vocational counselors have either breadth or depth.

State plans set up standards for reimbursement at the local level among which are safeguards to insure that the vocational guidance program serves a school or group of schools maintaining a vocational course or courses. Another interesting feature of this Act as given by Mr. Jager is his statement that:

Community adult counseling programs are, however, reimbursable and may form an important picture in some of the states.

It will be interesting to watch the development of the guidance picture under the George-Barden Act since 38 states have state supervisors of occupational information and guidance, while six other states (Alabama, Colorado, Indiana, Kentucky, Louisiana, Washington) had vacancies in the supervisor's position. However, many are now becoming "Directors of Guidance Services" or "Chiefs of Guidance Bureaus," in place of "State Supervisors of Occupational Information and Guidance." Of note is the fact that, in 42 states, the state plan provides for the supervisor to be responsible for the promotion, development, and supervision of guidance programs in the schools of the state. Furthermore, all 44 states have provided in their state plans for employment of counselor trainers to do: preservice and inservice training while attached to institutions, with part time in the field; or while attached to the State Board staff to work in the field during the school year and at the institution during the summer.

Many states are providing for local "pilot" programs, while some states are employing county supervisors of guidance, under provisions of the George-Barden Act. What the future of guidance under the George-Barden Act will be will depend upon appropriations by Congress to the several states and upon the allocation of some of these funds by the vocational services (agriculture, home economics, trade and industrial, and distributive occupations) for guidance purposes. Much, too, will depend upon interpretations and policy formulations.

III. CERTIFICATION OF COUNSELORS

About 16 or 17 states now have certification requirements which require counselors to meet certain standards before their salaries may be paid from public funds. Many other states are considering the qualifications counselors shall have, especially in order to take advantage of the George-Barden Act. Most states require a period of three years of successful teaching experience, an accumulated period of about 50 weeks in work experiences other than in teaching or counseling, and a year of work in the field of guidance at the graduate level. Certain basic areas such as the analysis of the individual, informational services, counseling techniques, follow-up techniques, and placement procedures form the core around which the training is to be done. Usually consideration is given to a specific number of courses or credits of required work, and the remainder is based upon the needs of the individual trainee. Provisional certificates are issued in some cases with the final certificate given upon the successful completion of three years of counseling work. However, certification

standards will be of little or no value unless those offering counselor training are themselves thoroughly qualified. If the provisions for counselor-trainers under the George-Barden Act are carefully followed out, then those offering the training should be well qualified. There will be need to watch to see that there is no relaxation taken in the matter of these standards.

IV. ASSOCIATION, STATE, AND INSTITUTIONS OF HIGHER LEARNING STUDIES OF GUIDANCE SERVICES IN LOCAL SCHOOLS

Several of the accrediting associations are making studies of guidance services in local schools. One study of the North Central Association of Colleges and Secondary Schools on guidance and counseling programs, conducted by the subcommittee on Guidance of the Committee on Current Educational Problems of the Commission on Research and Service, has the endorsement of the Commission on Secondary Schools and has been appointed by the Executive Committee of the North Central Association.

The first objective of the subcommittee has been to describe the characteristics (both minimum and extended) of a high-school guidance and counseling program. These are discussed under the following headings:

1. Role of guidance services
2. Information about pupils
3. Organizing and administering a guidance and counseling program
4. Counseling services
5. The role of the teacher
6. Community resources
7. Placement and follow-up

The second objective of the subcommittee has been to develop a "Self-Study Guide" which is to be used by a school in studying its own guidance program and practices. No attempt is being made to evaluate high-school guidance and counseling programs for accreditation purposes. This limited study is for the purpose of considering current practices as related to certain characteristics of guidance and counseling programs and to stimulate, further, existing guidance activities and services in the high schools in the North Central Association. (See Figure 1.)

These characteristics, and there are 15, of a guidance and counseling program have been arranged on five-point scales—ranging from inadequate at one extreme to extended or potential optimum program at the other extreme. Two copies are sent each school—one to be retained by the school and the other to be returned to the chairman of the subcommittee. Figure 2 below shows the frequency of each of the 15 characteristics from the 2,177 high schools reporting. For the first characteristic, "Role of Guidance Services," 18 schools re-

FIGURE 1.

A Self-Study Guide For High School Guidance And Counseling Programs

DIRECTIONS: Study the local high school guidance and counseling program in terms of the fifteen characteristics listed below on the five-point scales. Place an "X" on EACH of the fifteen scales at the point which best describes your local practice.

Inadequate	Moving toward the Minimum or Essential Practice			Moving toward the Extended or Potential Optimum Program			Extended or Potential Optimum Program
1.	1	2	3	4	5		
Teachers have given little thought to the problems and needs of pupils. They are uninterested in any extension of the school's guidance program. All emphasis is on subject mastery.			Teachers are concerned with the needs and problems of pupils. The staff has carefully considered the purposes and the organization of the guidance program. The need for competent counseling has been cared for. Most of the staff are interested in helping to develop a better guidance program.			Studies have been made to discover the needs of pupils and the services the school should render. The entire staff participates in establishing guidance services. The parents and representatives of community agencies participate. There is general understanding and co-operation with the assigned counselors.	
2.	1	2	3	4	5		
Identifying data, attendance records, and scholastic achievement records are maintained for each pupil.			Comprehensive cumulative records containing health, psychological, and other essential information are maintained for each pupil.			A comprehensive cumulative record containing minimum essential information is maintained for each pupil during and after his stay in school.	
3.	1	2	3	4	5		
All information which teachers have about pupils is that which they secure directly from pupils.			Minimum essential information about pupils is accessible to teachers on cumulative records maintained in the school office.			Provision is made whereby each teacher is encouraged to use the complete minimum essential information about each of his pupils.	

Inadequate		Moving toward the Minimum or Essential Practice		Minimum or Essential Practice		Moving toward the Extended or Potential Optimum Program		Extended or Potential Optimum Program	
4.	1	2	3	4	5				
Person in charge of program has had no formal training in the field of guidance.		Person in charge has had some formal training in field of guidance but has limited ability in use and interpretation of tests, vocational information for youth, and in the field of mental hygiene.		Person in charge considers guidance a vital part of the school program. He is well prepared in psychology, mental hygiene and character education. He has a thorough and sympathetic understanding of the work with adolescents. He has opportunities and training for various occupations. He has skill in use and interpretation of tests. He has made an extensive study of guidance as a factor in the educational program.					
5.	1	2	3	4	5				
School has no planned program of guidance. No teachers are given time free of classroom teaching for the purpose of counseling students.		School has attempted to develop a program of guidance. Part of the teachers are provided but inadequately so. Agency such as home room is used to some extent.		School has a carefully planned program of guidance. All staff members are used to the extent of their ability and each knows his place in the whole plan. Full-time guidance personnel are provided in 1-500 pupils. Adequate consultative service is available for assistance in dealing with special problems.					
6.	1	2	3	4	5				
There is no in-service training program to develop teachers in the field of guidance.		An attempt is made to give information to the members of the staff although there is no organized program for doing so.		There is a well-planned in-service training program. Faculty meetings, discussion groups, and individual conferences are devoted to this topic. Adequate reading materials are put in the hands of the staff. Summer school courses in guidance are strongly recommended.					
7.	1	2	3	4	5				
No organized plan for counseling has been developed. The staff does not feel that an organized plan is needed. Counseling is carried on as a "catch as catch can" procedure.		An organized plan for counseling has been developed by the staff. Some staff members have become assigned counselors. The school is attempting to provide more adequate data about pupils. The assigned counselors have some time for this assigned counseling.		A carefully planned program of counseling has been developed after ample staff participation. Competent counselors have been assigned. Time, facilities, and materials are provided. A planned testing program adds to cumulative data about pupils. Counselors have time to work with teachers, parents, and community agencies. Community resources are used. All teachers feel a responsibility for helping pupils.					

Moving toward the Minimum or Essential Practice		Minimum or Essential Practice		Moving toward the Extended or Potential Optimum Program		Extended or Potential Optimum Program	
8.		1		2		3	
Classroom teachers assume responsibility for the counseling and guidance of their own people.		Class room teachers recognize the inherent potentialities for counseling and guidance in classroom situations and utilize these as the opportunity arises.		Classroom teachers consistently plan instruction to make classroom work contribute maximally to the counseling and guidance program.		5	
9.		1		2		3	
Teachers operate within the framework of an established curriculum which is accepted by them.		Teachers constantly contribute suggestions for revision of the curriculum in terms of studied pupil needs.		In addition to "3," teachers have assigned responsibility for critical study of the community and of pupil needs on basis for continuous curriculum change.		5	
10.		1		2		3	
Community resources have not been surveyed, analyzed, and coordinated with the high school guidance and counseling program.		Services of community organizations, agencies, service clubs, and institutions are used in the guidance program; data on community educational and vocational opportunities are secured and used; requirements for satisfactory community life are furnished pupils; teachers and assigned counselors study and use community resources.		Parents, employers and other citizens understand how community resources are used in the guidance and counseling program; special educational and vocational conferences are carried on through assistance of citizens in the community; community occupational surveys are made; work experience opportunities are adapted to needs of boys and girls; follow-up surveys are made to determine what needs are formed; high co-operate with the school in placement of boys and girls; counseling services are available to out-of-school youth.		5	
11.		1		2		3	
Promotion cards and activities, and the transfer of pupil records comprise the orientation activities for pupils to classes, school, and colleges and universities.		Principal and assigned counselors assist pupils new to the high school to make proper adjustment; materials about the receiving school are furnished pupils in the "sending" school; pre-college guidance begins as early as the ninth grade; employment and community needs are provided pupils on a continuous basis; school marks used to give attention for student awards.		Parents and all staff members participate in "pre-orientation" program of "sending" school and "orientation" program of "receiving" school; community resources are used in helping pupils to adjust to the new high school; high school has planned program for visitation of and counseling by, college and university representatives; scholarships are awarded on the basis of objective evidence and a planned program of committee study.		5	

12.

Inadequate

Moving toward the
Minimum or Essential
Practice

Minimum or Essential
Practice

Moving toward the
Extended or Potential
Optimum Program

Extended or Potential
Optimum
Program

Inadequate		Moving toward the Minimum or Essential Practice		Minimum or Essential Practice		Moving toward the Extended or Potential Optimum Program		Extended or Potential Optimum Program	
12.	1	2	3	4	5				
	High school assumes little responsibility for placement of pupils and school-leavers in gainful employment; records on graduates which are furnished colleges and universities are primarily confined to information on school marks.		High school assumes some responsibility for assisting pupils and school-leavers to obtain and enter upon gainful employment; employees are encouraged to cooperate with the school in placement of pupils and school-leavers in jobs; some information on community and occupational needs are given pupils.		Principal or designed staff member is responsible for placement service; a coordinated plan of referral for employment is in operation; employment needs are determined to pupils and staff; school adjustment needs are determined by employment needs; some consultation concerning part-time employment of sons and daughters; some follow-up takes place.				
13.	1	2	3	4	5				
	No special studies are made to determine adjustments of pupils to high school and post-high school activities.		Special studies concerning adjustment by pupils to high school and post-high school activities are conducted only when needs arise; no visitations are made to places of employment or institutions of higher learning to determine post-high school adjustment.		A planned program of follow-up studies is in progress; a plan of co-ordination exists to studying post-high school adjustment; the counseling program helps to determine in-high school adjustment of pupils.				
14.	1	2	3	4	5				
	Staff has not appraised the aims, practices, and outcomes of the guidance and counseling program.		Staff has studied and developed a list of objectives beyond the basic elements in the local guidance and counseling program in terms of essential practices; pertinent data obtained through the guidance and counseling services are used for pupil or school program adjustment.		Staff has studied and developed a list of guidance practices beyond the basic elements; studies are made to determine successes and failures of the guidance and counseling program; pupil reactions to guidance services are used in an appraisal; parents and other citizens of the community understand and cooperate with school in development of guidance services.				
15.	1	2	3	4	5				
	Educational, vocational, and personal adjustment of pupils is incidental; pupil data are inadequate for pupil-teacher counseling.		School schedule of pupil is made after consulting individual interests, abilities, capacities, and needs; pupils are given an opportunity to make short- and long-range educational, vocational, and personal plans.		Pupils discover special abilities and attitudes through participation in varied educational activities; each pupil is counseled regularly, and periodic "check-ups" are made about his plans and characteristics; pupils are oriented to each educational step; pupils are assisted in taking the next step beyond high school; school-leavers are encouraged to return to high school for counsel.				

ported under 1 these services as "inadequate"; 513 schools reported under 2 that they were "moving toward the minimum or essential practice"; 828 schools reported under 3 that they had the "minimum or essential practice"; 680 schools reported under 4 that they were "moving toward the extended or potential optimum program"; and 138 reported under 5 that they had "extended or potential optimum program." Similarly, for each of the other 14 characteristics, the range of response from the 2,177 schools is shown on this five-point scale.

Results of this far-reaching guidance survey for 2,177 high schools in the North Central Association were reported to the members of the Commission on Research and Service at the annual North Central Association meeting in Chicago, March 10, 1948. Some of the pertinent information follows:

1. Three out of four high schools have reached at least the minimum or essential practice when all 15 characteristics are considered together.
2. Thirty-nine and five-tenths per cent (39.5%) of the high schools are moving toward, or have reached, the extended or potential optimum practice or activity when all 15 characteristics are considered together.
3. The least adequate guidance practice or activity was that relating to a staff study and development of pertinent local principles and practices. Less than one half of the high schools report essential participation of the local staff in organizing and administering the program.
4. The characteristics of the guidance and counseling program which was to be developed as an extended or potential optimum practice or activity in most high schools related to the provision whereby each teacher was encouraged to use the complete minimum essential information about each of his pupils. Thirty-six and eight-tenths per cent (36.8%) of the schools indicated the extended or potential optimum practice in this characteristic.
5. An increase in efficiency of guidance practices and activities is identified with the size of the high schools. There is the tendency for the guidance activities and practices to increase in efficiency as the schools increase in size.
6. More than 50 per cent of the high schools rate themselves *beyond the essential practice on only two characteristics*.
7. At least 50 per cent of the high schools rated themselves at the essential or above guidance practice on all 15 characteristics.
8. Twenty-nine and four-tenths per cent (29.4%) to forty-five and three-tenths per cent (45.3%) of the high schools rated themselves at the

FIGURE 2.

TOTAL FREQUENCIES OF RATINGS ON EACH OF THE FIFTEEN GUIDANCE CHARACTERISTICS FOR TWENTY-ONE HUNDRED SEVENTY-SEVEN HIGH SCHOOLS OF THE NORTH CENTRAL ASSOCIATION

<i>Characteristics</i>	<i>Frequencies</i>				
	1	2	3	4	5
1. Role of Guidance Services	18	513	828	680	138
2. Comprehensive Cumulative Records	108	563	645	525	336
3. Teacher Use of Records	23	155	663	534	802
4. Training of Person in Charge	93	142	640	762	540
5. Organizing and Administering the Program	113	245	866	739	214
6. In-service Training Program	182	167	876	678	274
7. Counseling Services	76	587	776	539	199
8. Role of the Teacher	10	143	988	722	314
9. Teachers Contribute to Curriculum Revision	87	411	983	535	161
10. Community Resources and the Program	278	622	791	385	101
11. Orientation to New School	94	360	832	691	200
12. Placement Service	176	274	925	479	323
13. Program of Follow-up Studies	274	425	801	550	127
14. Appraisal of Guidance Services	343	742	681	327	84
15. Adequate Individual Counseling both During School and Post-school Periods	86	326	825	619	321

essential or minimum guidance practice on the 15 different characteristics.

9. Two out of three high schools deviated from the essential or minimum guidance practice on the basis of composite ratings for all 15 characteristics for all high schools.
10. On the basis of composite ratings for all 15 guidance characteristics for all high schools, six per cent (6.0%) of the high schools indicate an inadequate practice; thirty-seven and one-tenth per cent (37.1%), the essential or minimum practice; and twelve and seven-tenths per cent (12.7%), the extended or potential optimum practice.

GUIDANCE SERVICES IN MINNESOTA HIGH SCHOOLS

On December 10, 1947, a preliminary report was released by the College of Education of the University of Minnesota relative to the guidance practices and staff of the nonmetropolitan high schools of Minnesota. A six-page, printed questionnaire was used to collect the data. Of the 485 Minnesota high schools outside the three principal cities invited to participate in the study, 321, or 66 per cent, completed the questionnaire.

The questionnaire was designed to provide information as to practices in (1) Orientation, (2) Educational and Vocational Counseling, (3) Social Development, (4) Placement and Follow-up, (5) Health Care and Counseling, (6) Testing and Records, (7) Home-room and Group Guidance, and (8) Administration. It also dealt with plans or steps to be taken toward improvement of guidance services next year and a check list of printed or mimeographed material that could be shared.

Findings revealed that: Orientation assemblies or meetings are the most commonly used means for helping new pupils get adjusted to the school environment. Over two thirds of all schools reported this practice. About two thirds of all schools reported the use of test results as a basis of counseling. Seven out of 10 schools reported that teachers are responsible for educational advising, but only about one out of every eight schools releases teachers from part of their classroom teaching in order to give time to carry out this responsibility. Placement and follow-up practices as reported represent one of the weakest areas of guidance service in the schools participating in this survey. However, follow-up services for graduates and drop-outs were reported as the type of services the schools most desired to improve. The reports on health services provided for students show little difference between small and large high schools. In general, the health services reported are very scanty. The evidence on guidance testing and record practices reveals a common weakness. Utiliza-

tion of results lags behind the administration of tests and mechanics of record keeping. For example, reading tests are administered in about one third of all schools, but less than one in seven reports that reading test results are interpreted to students in counseling interviews.

Other findings indicate that approximately one out of five has one individual responsible for the co-ordination of the guidance program in addition to the superintendent and principal. Of significance is the fact that 28 out of the 29 persons who spend half time or more in assigned duties with the guidance program are in schools with 200 or more enrollment. Less than one fifth of all schools have any type of inservice training in guidance for the teaching staff. Half the schools report private facilities for individual counseling. While 235 of the schools report any provision in their budgets for guidance services and materials, only a third of this number have budgets of over fifty dollars!

In *School Life* of February, 1947, the Revised Standards for Secondary Schools, as adopted by the Middle States Association of Colleges and Secondary Schools, on November 30, 1946, were stated as:

II. The Educational Program

A. Program of Studies

Standard Two— . . . This program should provide for the experiences necessary to the development of the whole personality of each individual . . .

B. Pupil-Activity Program

Standard Three—Each school should provide an activity program which will encourage pupil participation in contemporary life experiences, within and without the school, so that desirable social traits and behavior patterns may be developed. Pupils should share increasingly for the selection, organization, and appraisal of the activity program and its outcomes. Abundant opportunity should be provided for exercising and appraising leadership, and for discovering and cultivating interests and developing talents . . .

C. Guidance Service

Standard Four—Each school should have an organized and co-ordinated guidance service to aid pupils in meeting educational, vocational, health, moral, social, civic, and personal problems. While such a program should provide the services of qualified counselors, each staff member should share the responsibility for both formal and informal guidance.

New Jersey, in a report during November, 1947, compared guidance activities within its secondary schools for 1931, 1936, 1941, and 1947. Of significance was the fact that in 1947, 99.6 per cent of its secondary schools reported having counselors, as against 69.2 per cent in 1941, 59.2 per cent in 1936, and 42 per cent in 1930. Occupational information was reported consistently high for three of the periods—namely, 91.6 per cent in 1947, 88.8 per cent in 1941,

85.4 per cent in 1936, while in 1931 only 56.4 per cent of the secondary schools reported that activity. Test programs in 1947 were reported by 89.5 per cent of the secondary schools as against 65.8 per cent in 1941, 54.4 per cent in 1936, and 52.1 per cent in 1931. Courses in occupations showed consistently low activity—35.6 per cent in 1947, 33.8 per cent in 1941, 28.6 per cent in 1936, while in 1931 it was reported at 31.9 per cent. Placement activities are of interest because 53.1 per cent reported this in 1947 as against 14.9 per cent in 1931, while in 1941 there were 36.7 per cent and 24.3 per cent in 1936. Of course, when this is broken down between four-year high schools and junior high schools, this latter activity shows 73.9 per cent of the four-year high schools in 1947 reporting it as against 1.6 per cent of the junior high schools for the same period. In other activities the discrepancy is not so great—and this is as one might anticipate. Of extreme interest is the indication by these four-year high schools that the large percentage felt their follow-up work was inadequate. The New Jersey study, because of its scope as to activities from 1931-47, merits considerable study.

Michigan State College presented, in a report of March, 1948, the results of a survey of 361 school administrators in Michigan to secure their reaction to several (23) possible guidance services that might be made available by Michigan State College. From these 361 administrators surveyed, there was a 60 per cent return—with 80 per cent of this latter group indicating that they wanted "very much" to have Michigan State encourage all prospective teachers to secure some work in guidance courses as a part of their teacher training. Nearly one half (44 per cent) indicated that they "very much" desired help on all of the 23 major services listed.

V. A SURVEY OF COUNSELORS AND GUIDANCE WORKERS IN THE PUBLIC SECONDARY SCHOOLS OF THE UNITED STATES

In the current study by the U. S. Office of Education, *Statistics of Public High Schools, 1945-46*, there is a section (B) on High School Staff. Part 7 of this section asks for "Counselors and Guidance Officers . . . Men . . . Women . . . Total . . ." While the questionnaire specifically asks in the cases of principal, vice-principal, supervisors, teachers, and librarians that they spend at least one-half time in these fields to be so designated, *it does not do so in the case of counselors and guidance officers.*

The last available data on public high schools having counselors and guidance officers prior to this report being given here were published in 1939 and were based upon 1937-38 reports.

The 1937-38 figures revealed 2,286 counselors devoting half or more time to guidance activities, The 1945-46 figures show the large number of 8,229 in-

dividuals whom their administrators called "a counselor." As was mentioned earlier, there was no time limit set (one-half time, *etc.*) for counselors in this general survey. How many of these 8,229 are trained is hard to say any more than it would have been to say about those reported in 1937-38. However, a careful study of many cities and states indicates that the figures are quite accurate in regard to those called counselors. Taking these figures one would conclude that there would be counseling services available on the basis of one counselor for every 398 pupils in the schools of the states covered by this recent study.

In New Jersey in 1937-38 there were 221,424 pupils and 138 individuals classified as counselors. That would be one counselor for every 1,605 pupils. In New Jersey in 1945-46 there was a decrease in pupil enrollment so that for 209,566 pupils there were reported to be 420 counselors—or, with a decrease in school population and an increase in counselors, there was one counselor for every 538 pupils. Of course, the distribution of counselors by schools and even within a school system varies considerably. For example, in one New Jersey city there were 13 counselors designated for a high school with an enrollment of 2,294 pupils, while at another school within the same city there were only two named as counselors even though the school population was 2,757. In another New Jersey city with 278 pupils in the high school, the administrator designated four men and 14 women as counselors.

In a large city in Wisconsin, one high school of 1,664 pupils had five counselors, while another one with 1,965 pupils had only one counselor, and a third school, with 138 pupils had four counselors.

How many administrators reported themselves as the counselor is hard to say, although there is a great likelihood that this is the case. For example, in a school with 63 pupils, a man is reported as being the counselor; and, in another state in a school with 66 pupils, a man is indicated as the counselor.

On the other hand, there is evidence of the mistaken idea that "every teacher is a counselor." So far these administrators have not discriminated between this idea and the one in which there is a job for all members of the staff in a total pupil personnel program—with some tasks being performed by all, some tasks which most are capable of performing, some tasks which only a few have special training in and hence are to be performed only by these individuals, some tasks to be undertaken only by the trained counselor, and finally, some tasks which are to be undertaken only by such skilled individuals as the nurse, the doctor, the psychologist, the remedial reading teachers, the speech correction teacher, and so on. As evidence, there is a school of 44 pupils with

COUNSELOR SURVEY, 1945-1946

State	Total enrollment in all public junior and senior high schools filling in questionnaires	Total enrollment in public schools reporting counselors	Total enrollment in public high schools filling questionnaires	Total number public high schools reporting counselors	Total number counselors reported	Counselors Men Women	Number students averaging to each counselor for schools reporting counselors
Alabama	166,683	14,991	662	21	40	16 24	374
Arizona	29,045	9,508	85	4	13	7 6	731
Arkansas	104,554	13,783	586	44	54	24 30	255
California	644,810	508,326	693	318	868	319 549	585
Colorado	68,874	23,022	282	38	67	33 34	343
Connecticut	80,349	44,229	125	49	113	44 69	303
Delaware	15,871	9,470	50	16	39	10 29	242
Florida	126,272	28,793	475	47	70	20 50	411
Georgia	137,498	25,923	793	80	143	72 71	181
Idaho	34,832	10,231	170	18	27	14 13	378
Illinois	355,667	231,905	941	174	444	207 237	522
Indiana	209,009	92,271	845	138	344	165 179	268
Iowa	138,874	35,714	964	71	132	66 66	270
Kansas	108,608	22,614	694	46	86	42 44	263
Kentucky	115,359	23,414	585	40	84	25 59	278
Louisiana	72,767	14,980	495	31	35	12 23	310
Maine	40,655	4,438	229	11	14	7 7	317
Maryland	89,257	42,163	207	60	97	14 83	434
Massachusetts	217,976	120,723	428	162	349	155 194	345
Michigan	309,382	160,144	694	146	403	197 206	397
Minnesota	160,484	69,079	533	87	135	59 76	511
Mississippi	90,716	9,346	609	30	60	24 36	155
Missouri	166,451	65,810	811	67	139	46 93	480
Montana	28,328	8,742	191	19	26	17 9	336
Nebraska	70,897	11,799	583	39	92	48 44	128

COUNSELOR SURVEY, 1945-1946.—Concluded

State	Total enrollment		Total enrollment		Total number		Total number		Total number		Counselors		Number students	
	in all public	junior and senior	in public high	schools reporting	public high	schools filling	public high	schools reporting	public high	schools reporting	Men	Women	averaging to each	for each
	questionnaires	in high schools	in public high	in public high	schools filling	in questionnaires	schools reporting	in public high	schools reporting	schools reporting			school reporting	school reporting
Nevada	6,344		2,127	38	5	4	2	2	2	2	2	2	531	306
New Hampshire	24,941		12,586	108	17	41	20	21	21	21	20	21	306	306
New Jersey	209,566		163,198	278	164	420	173	247	247	247	173	247	388	388
New Mexico	27,783		10,013	133	13	21	9	12	12	12	9	12	476	476
New York	699,448		490,261	1,030	586	1,049	450	599	599	599	450	599	467	467
North Carolina	144,924		34,547	960	135	226	98	128	128	128	98	128	152	152
North Dakota	32,346		6,028	426	30	69	40	29	29	29	40	29	87	87
Ohio	406,018		162,680	1,244	222	414	210	204	204	204	210	204	392	392
Oklahoma	139,170		32,006	866	166	108	52	56	56	56	52	56	238	238
Oregon	69,186		25,717	268	35	108	280	358	358	358	280	358	472	472
Pennsylvania	537,255		301,686	1,193	36	129	44	85	85	85	44	85	215	215
Rhode Island	35,381		27,683	62	30	54	21	33	33	33	21	33	158	158
South Carolina	87,519		12,161	432	36	47	31	16	16	16	31	16	225	225
South Dakota	31,340		7,458	297	34	55	24	31	31	31	24	31	323	323
Tennessee	121,230		17,769	506	33	222	88	134	134	134	88	134	420	420
Texas	335,220		93,035	1,666	130	222	32	25	25	25	32	25	471	471
Utah	56,224		27,824	141	34	57	19	20	20	20	19	20	168	168
Vermont	14,875		6,562	88	21	39	16	18	18	18	16	18	289	289
Virginia	124,989		48,424	516	93	167	103	92	92	92	103	92	370	370
Washington	120,054		72,154	323	97	195	81	50	50	50	81	50	362	362
West Virginia	125,375		29,386	372	56	81	76	77	77	77	76	77	374	374
Wisconsin	156,115		57,357	504	78	153	9	5	5	5	9	5	312	312
Wyoming	16,089		4,370	98	9	14	4	34	34	34	4	34	884	884
Washington, D. C.	35,554		33,602	35	30	38	3,567	4,662	4,662	4,662	3,567	4,662	398	398
TOTAL	7,140,164		3,280,052	24,314	4,168	8,229	3,567	4,662	4,662	4,662	3,567	4,662	398	398

Parts of this table are based on tabulations corrected to April 1948, and, therefore, may differ from any previously published reports.

two persons indicated as counselors and another school of 61 pupils with two counselors also, while there is one school of 251 pupils with eight persons indicated as counselors. On the whole, however, there are not too many of these instances.

Whether these schools, whose administrators indicated their having counselors, have a guidance or pupil-personnel program is another story. Probably many do not have an organized program which would include basic services such as the analysis of the individual, informational services, counseling, follow-up of the school-leaver, and placement. True, many of these services will be performed—and possibly duplicated—but certainly not in any organized fashion. The evaluation of practices such as New Jersey has completed, as well as the type undertaken by the North Central Association, will be cause for improvements in practices and a possible programming of action as to when various practices will be undertaken and by whom.

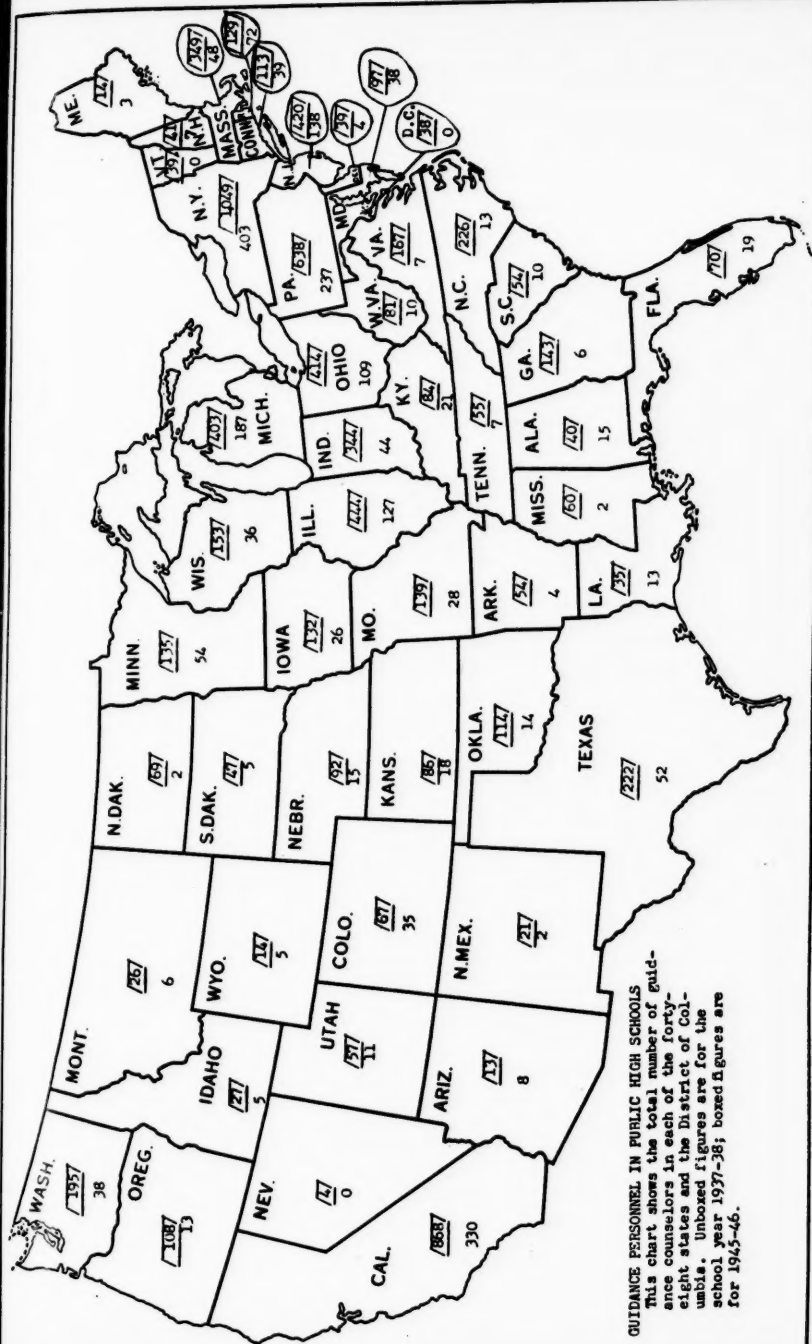
Counseling has, for some reason or other, been associated with women; nevertheless, the number of men who are counselors has been increasing steadily. But be that as it may, whenever one has thought of a counselor, it has usually been in terms of Miss Smith, Miss Jones, or Mrs. Brown. The 1937-38 survey showed that in only four states were there more men counselors than women (Arizona, Colorado, Utah, and Wyoming). The 1945-46 survey shows that there are now 12 states in which there are more men counselors than women. (Arizona, Georgia, Idaho, Montana, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Utah, Washington, and Wyoming.) Colorado now has one more woman than men—33 men and 34 women. New Jersey figures indicated an emerging favorable balance of 173 men and 247 women. Washington, D. C., out of 38 counselors, has four men and 34 women; while Maryland has 83 women and 14 men as counselors.

These raw data will have to be refined, and a study along the same lines as that undertaken in New Jersey will need to be made. We do know that guidance and pupil-personnel work has received a tremendous impetus. We know there is confusion created by fuzzy thinking as to what is a counselor, what the counselor should do, the role of the school staff in the program, and what services go toward making a total pupil-personnel program. However, there is hope that this will clear up since there seems to be some unanimity as to what services should be included. The surface is rapidly being harrowed—what we are now ready for is some real plowing!

LOOKING INTO THE FUTURE

Should we be so prophet-like or bold as to hazard a look into the future, we believe we would see:





GUIDANCE PERSONNEL IN PUBLIC HIGH SCHOOLS
 This chart shows the total number of guidance counselors in each of the forty-eight states and the District of Columbia. Unboxed figures are for the school year 1937-38; boxed figures are for 1945-46.

1. *A redefinition as well as a redirection of our thinking as to what a counselor should do.* There is a difference between what a counselor is now doing and what he or she should be doing. This will call for a job analysis and certainly a worker-characteristic analysis of a *total pupil-personnel service* within a school.
Skills and knowledges for each person involved in a pupil-personnel program must be "spelled out."
2. *Staff members will be selected and employed on the basis of ability to meet the needs, skills, and knowledges demanded for a total functioning pupil-personnel program.* Pupils' problems are not accentuated by a pupil-personnel program—there is merely recognition given to the fact that *these problems existed all the time* and now through a concerted effort, where all the various skills and knowledges of all the staff are utilized, it is possible to do something about helping the pupil so that he will be economically, socially, and emotionally adjusted.
3. *An adoption of terminology understandable to all, yet void of unnecessary verbiage and confusion of terms.* For example, what is meant by "guidance"; and is "pupil-personnel services" a more inclusive term than that of "guidance services"? With everyone talking of "furnishing guidance," whether it be of the divine type into marriage, into employment, or even into a filling station—it may well be that another term should be used. The North Central Association's subcommittee even talks of "guidance and counseling programs." We need to get down to cases and come up with clear-cut and understandable terms.
4. *Certification of guidance workers who will bear the title of "counselor" or some other agreed-upon title.* The few states now having certification requirements have moved very slowly—and wisely so—for who can say that three years of teaching or one year of work experience in fields of work other than in teaching are absolute necessities for a certificated counselor. Much "armchair" thinking has been done; it is time for some real research.
5. *Inservice training among the teachers as they work from day to day on their jobs.* Continuous leadership must be given to those already on the job to the end that there is ever-improving use of the skills and knowledges which they already possess and in order that they may learn new skills and knowledges which will make them more capable of meeting all aspects of their challenging assignment.
6. *A semblance of what is to be embraced in the training of guidance or pupil-personnel workers.* For example, In the 1948 returns from col-

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leges and universities with their listings in the fields of guidance and personnel work were such an assortment as:

- Child development and family relations
- Parent-education leadership
- Prevention and control of juvenile delinquency
- Remedial teaching
- Philosophy of practical arts and industrial education
- Criminology, penology, and reform
- Intercultural problems in American education
- Diagnostic and corrective teaching
- Introduction to social case work
- New guidance practices in music education

With the tremendous mushrooming of community-adult counseling centers, with the demand for veterans' counselors, and with further development of student-personnel services at the college and secondary-school levels, the demands for well-trained personnel will be more by many times than the present supply pool. This demand, if it is to be met with at least partially well-trained personnel, will call for institutions of higher learning to institute not only pre-service training but also inservice summer session and inservice on-the-job training programs. It will call for an instructional staff of experienced, well-trained guidance and personnel workers. Institutions of higher learning have a challenge to meet in providing a broad course of study in guidance and personnel work by a well-trained staff for a group of men and women especially selected to become guidance and personnel workers. Secondary-school people have a challenge to meet in selecting the men and women who are competent to become professional guidance and personnel workers.

In spite of the considerable confusion and pessimism of our times, the national picture in the field of pupil personnel is encouraging and should give us all faith that youth is being better served. The picture holds promise for the well-being of young adults, and, because of them, the perpetuity of our coveted way of life is assured.

NEW TEACHING FILMS ON THE NATURE OF DEMOCRACY.—*The Nature of Democracy*, a series of seven discussional slidefilms, is announced by the Jam Handy Organization. This series is produced in color by Curriculum Films, Inc. The material in these films is based on extensive research and investigation. The subjects are designed primarily for use in junior and senior high schools, each film guiding a discussion by the class. With each series, there is a booklet of suggestions for teachers using the series. Slidefilms are "Democracy at Work," "Freedom of Religion," "Equality Before the Law," "Taking Part in the Government," "Freedom of Expression," "Education," and "By and For the People." For details, address the Jam Handy Organization, 2821 East Grand Blvd., Detroit, Michigan.

School Has Begun

WALTER B. HAMMER

ESTHERVILLE High School has an enrollment of about 425 in grades nine to twelve. The junior college has an enrollment of approximately 100. The same building houses both institutions. Both are administered by the same person who holds the positions of Dean of the Junior College and Principal of the High School.

The first day of school is used for faculty meetings. On the second day the pupils assemble in their home rooms at 8:45 in the morning and there is a full program for the day. Pupils register for their courses in the spring and their schedule cards are handed them on the first day of school in the fall. Election of home-room officers, student council representatives, class officers, filling in of information sheets, checking credentials of tuition pupils, sale of student-activity tickets, and assignment of seats in the auditorium are all cleared through the home rooms. A portion of the forenoon is used for meeting of the morning classes for twenty minutes each during which the teacher prepares her class list and makes the lesson assignment. The last hour of the forenoon is used for the special assembly for all students.

The afternoon program is used for meeting of classes for twenty minutes each; to complete the election of officers since nominations only are made in the morning; and to meet with the directors of the various extracurricular activities in order to get a preview of the plans for the year. It is during these meetings that the student learns something of the requirements for participation in the program of letter award requirements, and how the activity will be organized.

THE FIRST ASSEMBLY

For some years the writer has held the opinion that it is more important to have a student assembly the first day of school to set the tone for the

Walter B. Hammer is Dean of the Junior College and Principal of the High School in Estherville, Iowa.

work of the year than to have a high-powered speaker appear before the community at the commencement season. To carry this conviction into practice has resulted in a series of special student assemblies for high school and junior college students of the Estherville School.

The aim of the program has been to present different phases of the work of the school and the part the student plays in the fulfillment of the program. The first day of school is an excellent time to drive home to the pupils the need for their full participation in the various phases of the curricular and extracurricular activities of the school.

The series of programs was opened three years ago when the first assembly of the year was devoted to a study of the reasons for student failures in the regular academic courses. Reports were presented on studies made in other school systems and then a report was made of the reasons given by teachers of the Estherville school for students who had failed in their courses. This was followed by a question-and-answer period during which an attempt was made to present a constructive program as to what the student might do to improve his scholastic achievement and avoid a failing mark. At this time there was worked out a plan whereby each teacher would report to the principal at the end of the week the names of all pupils who were failing in their classwork for the week or who were on the borderline of failure. A composite list of all such names of pupils reported, with the name of the course, is then compiled and posted for the pupils. Each teacher also receives a copy and thereby has the opportunity to determine whether a pupil doing poor work in her class is also delinquent in his work in other classes. This list also serves as a warning to those whose scholarship is low and thus gives them the opportunity to do something about it before it is too late.

THE SECOND ASSEMBLY

One year later the assembly was built around the theme, "A Seven Point Program for Estherville High School and Junior College Students." The purpose of the program was to bring before the teachers and pupils a statement of the basic philosophy behind the work of the school. Here the points were listed on small cards and handed to the pupils to be placed in a notebook for future reference. Each point was discussed briefly and then the meeting closed with a question-and-answer period in which students, teachers, and the speaker participated. The seven points outlined in this program were as follows:

1. A high standard of scholarship. Each pupil and teacher should set standards which will result in real mastery of the subject matter in the area studied.
2. To develop self-control and will power so that you do the things you want to or should do, rather than being controlled by outside influences or the impulse of the moment.
3. To develop a tolerance for other people and of the opinions and activities of others.
4. To have proper respect for the truth and the facts, in other words the scientific approach to the problem, rather than wishful thinking.
5. The importance of keeping promises and commitments; to feel the responsibility of one's own acts.
6. To have a willingness to work and a realization that to work is a reasonable part of life and not just the means to an end.
7. To learn the importance of not being licked, to push ahead with the adventure of life in spite of upset plans and temporary disappointments.

Later a special meeting was held with all teachers of English courses to work out plans to tie in the above points in the class work. Panel discussions, themes, and analysis of the essays and other writings in their literature texts furnished much additional material.

THE THIRD ASSEMBLY

On September 2, 1947, the third opening assembly was held and presided over by a panel of businessmen from the local community. The theme for the assembly was, "What the Employer Has a Right to Expect of the High-School Graduate."

Five men were selected to appear on the panel. K. J. McDonald, President of The Iowa Trust and Savings Bank; Francis Shadle, Manager of Greig and Company; Wayne Cramer, Manager of Fareway Stores; Phil Palmer, Manager of P. G. Gray Produce Company; and E. W. Robinson, Superintendent of The Soo Valley Company, composed the panel. In making the selection for the panel, three things were kept in mind. First to select men from firms that employed men and women in jobs that called for a wide range of abilities from those needed in the common laborer to those required of persons in executive positions. The bank employs about fifteen bookkeepers, cashiers, and consultants on problems of finance as they are found in the community. Greig and Company deals in grains and commercial feeds and employs about thirty men and women. Fareway Store is one of a chain of self-serve groceries, and employs about ten persons. P. G. Gray Produce Company employs approximately fifty persons, and The Soo Valley Company, manufacturers of fish lines, carries a payroll of nearly 100.

The second factor was to have men on the panel who were interested in young people and who had some ability to present their views. Four of these men were college trained. All were good speakers.

The third criterion was to get men who were willing to put in some time beforehand so they could come before the students with a meaningful program. K. J. McDonald acted as chairman for this group. These men held two meetings to assemble and organize the material for the panel discussion.

Previous to their meetings, the writer submitted to the panel members this memorandum. "For a number of years it has been my conviction that many young people go to high school because 'it is the thing to do' thereby missing much of what the school has to offer. To impress upon these young people what the work-a-day world expects of the employee is the major aim of this panel.

"The war years meant high wages and little competition for jobs. Many youngsters in high school little realize what it means to seek work in an employers' market. If this panel can awaken these high-school and college people to the importance of being prompt, of gaining mastery over the tool subjects of the school curriculum, of assuming responsibility, of giving an honest day's work to their employer, it will have been a success.

"Panel members are free to use whatever approach they wish. Case histories of certain employees can be presented showing cause for failure or success of the employee. Specific illustrations are always helpful to drive home the general principle."

Each member of the panel presented a five-minute talk. This was followed by a question-and-answer period during which the members could question one another and students could also raise questions. The entire meeting lasted one hour. Since Estherville students have taken part in this type of meeting on other occasions, they lost little time in raising questions from the floor. Should school officials feel their students might be hesitant about asking questions, it is an easy matter to have several pupils ready with questions in order to break the ice as others will soon follow with questions of their own.

The follow-up to a program of this nature is very important. Here again the English teachers were selected to carry on this work. The reason for using these teachers is that practically every student in high school and college is enrolled in an English class, thus making nearly 100 per cent participation on the part of the students. In the follow-up program, the students were asked to make a written evaluation of the panel and to state frankly what they liked about it, what they did not like, and the points that impressed them most. The classes in sociology and occupations had many occasions to refer to what speakers had said during the panel discussion.

STUDENT REACTIONS

At this point it would be well to let the pupils speak for themselves. Here are excerpts taken from papers submitted by freshmen and sophomore class students. "Mr. McDonald outlined four points an employer expected: character, attitude, personality, honesty . . ." "Mr. Cramer stressed these ideas—ability to learn, personality, accuracy, and success. . . ." "Mr. Palmer brought out these points—be happy, enjoy your work, do a good job." "Mr. Shadle stated that you should not be content with the job you are in, but should do all you can to learn the job next above yours so as to be ready for promotion when the time comes. He also believes that spelling and penmanship have been neglected the last few years because of the use of machines for writing and bookkeeping." "The talks were very interesting and taught me quite a bit of what is expected. I think that every one was interested and that we should have more discussions of that sort." "The panel discussion on September 2 was given at a fitting time. If you are not honest with your employer, you cannot be honest with yourself. Honesty to yourself is very important. Your fundamentals in high school will help you be a success in the world today." "Getting a job is one thing and keeping it is another. Build up a good reputation and your trouble of getting a job and keeping it is over. I didn't know that businessmen tracked down employees like they do, talking them over, *etc.*" "Employers can tell about a person by his talk and actions in about five minutes. That surprised me. It looks like they get a fellow spotted whether he's in school or on the job." "I think Mr. Palmer is a swell guy. He's no stuffed shirt. He made us conscious that all jobs had some undesirable part." "It made me think more about my schooling, especially when one of the speakers said we spend about one third of our life in school and the success of the other two thirds depends on getting the one third. I decided to study more." "I liked the encouragement given by what one of the speakers said—'There are as many high-powered jobs as ordinary jobs.'"

A reporter from the local daily newspaper covered the program and presented a fine front-page story. In this way valuable publicity for the school was gained as a by-product. The fact that local business leaders led the discussion added much to the interest of school patrons.

THE FOURTH ASSEMBLY

At this writing tentative plans for the next opening assembly call for a panel of students to discuss the theme, "What I Expect to Get Out of My Work This Year." This panel will be composed of about six or seven members, one

each from the high-school classes and one from each of the college classes. It is likely the president of the Student Council will preside. These people will be asked to prepare opening statements of about five minutes in length. Topics will be worked out so the academic, music, athletic, forensic, social, and civic responsibilities of the student will be discussed. The same general follow-up will be used in the classes later. In another year the program may be designed to bring in representatives of the different professions and have the groundwork laid for a series of class studies in which the pupils would consider the advantages and disadvantages of the different professions. In fact there is hardly any limit to the avenues of discussion that might be used. The only limitation is that placed upon the imagination and ingenuity of the person promoting the programs.

SCHOOL POLICY ON CONTROVERSIAL ISSUES.—The following policy, effective July 1, 1948, has been adopted by the Board of Education of Cincinnati, Ohio: "Without minimizing the importance of that large part of the curriculum made up of established truths and values, but recognizing that gradual social change is inevitable and that such change involves controversial issues, it shall be the policy of the Cincinnati public schools to foster dispassionate, unprejudiced and scientific study of controversial issues, in order that pupils may have an opportunity to study such issues in an atmosphere void of partisanship and bias. The teacher, as an impartial moderator, shall not attempt, either directly or indirectly, to limit or control the judgment of his pupils on controversial issues. The respect for facts and an impartial search for truth is inherent in the democratic way of life."

THE UNITED NATIONS.—A revised edition of *Basic Facts about the United Nations*—designed to meet the needs of teachers, students, and the general public for a concise guide to the organization—has been issued by the United Nations Department of Public Information. The 24-page booklet includes the Preamble to the United Nations Charter; a section on the origin, purposes, principles, and membership of the organization; discussions of each of the principal organs; and a section devoted to the specialized agencies working in the economic and social fields. Orders for the booklet, which sells for fifteen cents per copy, may be sent to the International Documents Service, Columbia University Press, 2960 Broadway, New York, N. Y. Teachers wishing a more detailed manual may order *A Guide to the United Nations Charter* (fifty cents) or, for advanced classes, *Guide for Lecturers and Teachers* (sixty cents) and *Structure of the United Nations* (thirty-five cents) from the same agent. Background papers giving timely information on subjects of current interest may be ordered from the Sales Section, United Nations, Lake Success, New York.

The Guidance Program of Menasha High School

BERNICE MILLER

THE guidance program of Menasha High School is based upon the philosophy of a guidance-minded faculty—that guidance is a staff service and an integral part of teaching. Under the leadership of a volunteer faculty guidance committee, with the chairman specially trained, activities are planned and presented to the whole faculty group. As all teachers progress and share in the satisfactions of guidance-mindedness, they become increasingly “sold” on guidance.

Guidance, in our thinking, is emphasis upon the individual—his adjustment to the school situation, his plans for earning a living, his relationships with other people, his emotional stability, his physical well-being, his personality development. It is not just a testing program with the results well tabulated and permanently filed but little used. It is not merely a course in occupations.

CONFERENCE DAYS

Because each student is entitled to the feeling of security in having some adult in school personally interested in his plans, his problems, and his interests, four days are set aside during the school year as Conference Days. No classes are in session and each teacher meets individually with the students in his advisory group. These groups range from about fifteen to twenty-two students. The adviser continues with his group for four years. Because we have no home rooms, this provides an organization for individual counseling which is the heart of a guidance program.

The first Conference Day is publicized well in advance. Parents are invited to come with their children. The students may sign up for a specific appointment on the adviser's schedule. This may range from fifteen minutes

Bernice Miller is Director of Guidance in the Menasha High School, Menasha, Wisconsin.

to half an hour. Often the interest is so great that arrangements are made to complete the discussions.

Perhaps even more valuable are the informal contacts that follow and result from the good will of the scheduled conference. The first conference is primarily to get acquainted (very important for freshmen) or to review the previous year's contacts. There is much to discuss: "What a wonderful tan!" "What have you been doing, working or vacationing?" "So you liked that job. Are you planning to do more of it?" Another aid for discussion is provided by teacher comments on the ICPR (Individual Class Progress Report) sent to the adviser by each of the student's classroom teachers. These stress the human relationships angle. The adviser also records the quarter's work and gives the student his report card.

At the second Conference Day the student-adviser rapport is probably more complete. More personal problems may be opened. Recreational interests and friendships, work experience, home problems, how-to-study difficulties—all may be encountered. Since the adviser files a short record of each conference in the cumulative record folder, he has a record of previous discussions; and here, too, there may be follow-ups.

The third Conference Day emphasizes personality. Early in the school year, over the public address system, in the school newspaper, in classroom discussions, a basis has been made for this personality study. The student may see the ratings given by each of his teachers. These are not averaged, nor are they identified. With his adviser, the student approaches these evaluations from the constructive viewpoint that they are to give him insight and to help him. Usually this conference brings the greatest student interest.

Conference Day IV is primarily for planning. For underclassmen, this means programs—upon a four-year basis—in line with student interests, abilities, and aptitudes. For the seniors this is an excellent opportunity for a final "send-off": a checking of previously-made college plans, a résumé of the job possibilities, or just a plain "good will" session.

Menasha High School feels its Conference Days offer: an excellent basis for in-service training, a definite interest in the student as a person, a "guidance-awareness" that has many classroom implications, a friendly feeling between faculty and student body that eases many discipline problems, and a fine public relations foundation.

Because teachers can see a purpose in them, they are willing to share and to use cumulative record folders. They want to know the student's background in regard to educational attainments, standard test results,

health, work experience, recreational and extracurricular activities, vocational ambitions, and home circumstances. The folder type of record facilitates the filing of an autobiography, an introduction questionnaire, ICPR's, anecdotal records, adviser reports, and personality ratings. Advisers do not feel this too great for it is gradually acquired. Altogether there is provided a rather complete case study of the individual that is useful to all teachers.

GUIDANCE READING ROOM

A unique feature of Menasha High School's guidance program is a guidance reading room, housed between study hall and school library. Student-librarians are in charge all periods of the day. Here students may find an extensive file of up-to-date pamphlet material on a variety of occupations from art to zoology. On the shelves there are books on how to get a job, on how to improve your personality, and other areas. There is a pamphlet rack where many types of current material are displayed. There are two bulletin boards for special displays; such as, "If you are interested in science——." There is also a collection of college catalogs and school directories. Fortunately, the school librarian has her master's degree in guidance and is very helpful, buying books with a guidance slant, answering questions about vocational material, and presenting special guidance displays.

OTHER AIDS

Menasha High School does not have a "Career Day," but a series of speakers and movies scheduled during the year highlights realistic vocational information. Any student, freshman to senior, may participate; therefore, during four years an extensive background has been presented. Our relations with industry are excellent talks by the various personnel men on the general qualities desired by employers and the wide variety of opportunities in the paper mills are included. Other talks are presented on nursing, beauty culture, the telephone industry, merchandising, teaching, and the skilled trades. These are supplemented by stripfilms, movies, and tours of industry.

For some students with specific interests, private interviews are arranged with people actually engaged in the work. Civic organizations have cooperated very well, asking that the guidance director present an explanation of the guidance program to them. The school is fortunate in having an extension center of the University of Wisconsin housed in its building. So a representative of the University acquaints the freshmen class with the requirements of general college training and its opportunities. A slightly different discussion is presented to the seniors.

Another presentation of a guidance nature is that of a local lawyer on "Legal Tips for Young Adults." In this discussion, he stressed the purchasing of property, signing contracts, and related areas.

Freshmen teachers, with the guidance chairman, have worked out an orientation program for incoming students. This includes a welcome assembly with greeting by the principal and student senate, a study of the *Handbook*, a series of standardized tests, an introduction questionnaire, an autobiography, and an explanation of extracurricular activities by student representatives.

The interesting and stimulating part of this program is flexibility and opportunity for growth. Teachers try to bring guidance into the classroom. The physical education teachers stress a wholesome attitude toward sex. The home economics department discusses home and family relationships. The English teachers in literature analyze personal problems and in composition teach how to get a job. The social studies teachers teach a course in knowing yourself and in occupations. Whether it is science or mathematics or printing or office training, teachers more and more realize that guidance has opportunities unlimited when the stress is upon pupils as people.

REPORTS ON GUIDANCE.—The Spring 1948 issue of *The Phoenix*, a semi-yearly publication of the Office of School Superintendent of Phoenix, Arizona, and covering topics in the interests of the secondary schools of the city, is devoted to a symposium on guidance. Eight descriptive statements of certain procedures now being undertaken or developed in the different units of the Phoenix Union High School and College System are included in this spring issue.

HISTORICAL SLIDES.—All the school students throughout the State of Washington will soon be assisted by nearly 300 picture slides as they study state history. The new series of visual-aids, nearing completion at Korry Film Studios in Seattle, will prove a boon to students and teachers alike in gaining a new, easy-to-remember grasp of Washington State history, instruction in which is now mandatory by recent Olympia legislation. The only series of its kind available in Washington State, the pictures include drawings of early state landmarks, historical personalities, maps and documents which point up the development of Washington from earliest times, and a wide range of pictorial data illustrating the state's history. Plans for distribution include the outright sale of copies of the master set of 300 pictures to individual schools throughout Washington. Further information on the historical visual-aid series, "Picturesque Washington," may be gained by contacting Pioneer Publishing Company, 801 4th Avenue, Seattle, Washington.

School Practices in the Recruitment of Teachers

MANY schools of Pennsylvania are making an extended effort to interest outstanding students in their school in the profession of teaching. As a means for determining the extent to which schools give attention to this important problem and also of ascertaining methods used, the Pennsylvania Branch of the National Association of Secondary-School Principals provided a fund for a study of factors involved in the recruitment of teachers. This study was made by the Pennsylvania Association of Deans of Women, through their nine convention districts into which the entire state is divided. A committee composed of a representative from each of the nine districts, under the district chairmanship of Miss Agnes McMahon, Dean of Girls, Haverford Township High School, Havertown, Pennsylvania, prepared a questionnaire for distribution to secondary schools in Pennsylvania. The results of the return of this questionnaire are summarized below. The form followed represents, to a great extent, the exact questions included in the questionnaire. More than 200 schools, representing a total of more than 33,000 seniors, were included.

In reporting the results of this survey, each of the convention districts was encouraged to hold two- or three-day meetings of high-school and college representatives at which time plans could be discussed concerning the development of a co-operative program of teacher recruitment extending throughout the school year. Following is a summary of the report:

A. *Things High Schools Do to Interest Pupils in Teaching as a Career*

		Regu- larly	Occa- sionally	Never
I. Do deans, counselors, and teachers talk with promising students to interest them in teaching as a career?	<i>Deans</i>	21	32	7
	<i>Counselors</i>	52	74	2
	<i>Teachers</i>	15	132	2
II. Do students discuss the value of teacher education as a preparation for family life or as a vocation which a married woman could follow in the event she had to earn a living?	<i>In Home</i>			
	<i>Room</i>	11	80	35
	<i>In Assembly</i>	5	18	51
	<i>In Classes</i>	10		19

III. Do you have a Service Club made up of students who are interested in teaching, who visit and aid regular teachers, and sometimes teach younger students under good teaching supervision?	<i>To observe</i>	9	13	115
	<i>To aid</i>	8	21	111
	<i>To teach</i>	6	17	110
IV. Do you have a plan whereby students may act as teacher assistants in case of emergency	<i>Case of Emergency?</i>	14	70	74
	<i>Absence of Teacher</i>	10	57	64
	<i>Inability to Secure a Substitute</i>	16	41	69
		93	71	14
V. Does the guidance personnel keep material posted on bulletin boards, in school paper, etc. for the purpose of interesting pupils in the teaching profession?				

VI. Do you have a local chapter of Future Teachers of America? Yes 5; No 183

B. *Things High-School Officials Say Colleges Do to Interest Pupils in Teaching as a Career*

		<i>Regu- larly</i>	<i>Occa- sionally</i>	<i>Never</i>
I. From your viewpoint as a high-school counselor do you find the colleges co-operative to the extent that:				
1. They send people to your high school to recruit pupils for the teaching profession?	<i>Upon request</i>	48	71	14
	<i>Without request</i>	39	66	31
2. They invite your high-school students to visit their educational departments as a means of interesting desirable students in the teaching profession?		64	91	24
II. To what extent do you find that the colleges insist upon candidates for the teaching profession who possess qualities of leadership	<i>Above average</i>	37	31	15
	<i>Average</i>	73	50	91
	<i>Below average</i>	8	22	19
III. To what extent do you think that the college personnel depends upon the judgment of the high-school personnel in the selection of desirable candidates for the teaching profession?				
		76	78	25

-
- IV. Are the general academic qualifications demanded for admission into the teaching profession as high as those demanded for other courses?
-

44

67

62

C. *Recruitment Results*

How many of your June graduating class expect to enter teaching?

Responses were received from each of the nine convention districts, 202 schools reporting more than 33,000 graduates. Summarizing these reports revealed that only 4.4 per cent of these graduates expected to enter college to prepare for the teaching profession.

D. *Comments and Suggestions*

1. What percentage of your teachers influenced students not to take up teaching as a career?

Of the 193 schools replying to this question, it was interesting to note that percentages in individual schools run from zero to 100 per cent. Twenty-two of these schools reported that ten or less per cent of their teachers discouraged students from taking up teaching; while thirteen schools reported that from 81 to 100 per cent of their teachers discouraged pupils from entering the teaching profession.

Comments on this question in the questionnaire were quite varied as to reasons for such advice being given to the students. Seventy-five schools stated that the chief reason given was "low salaries"; 8 schools stated that it was "lack of appreciation by the public"; another 8 schools gave their reason as "because the teachers themselves are not comfortable in their positions"; 5 schools gave as their reason "unnatural demands made on teachers"; 4 schools, "too much outside interference"; 3 schools, "pressure of work"; and another 3 schools, "grass looked greener in other fields." Other reasons given were: "lack of genuine interest in teachers"; "current teacher unrest"; "politics"; "not so much advice as unsatisfactory example"; "nervous tension"; "long period of training"; and "frustration—no future."

2. *In what specific ways does your guidance personnel enlist the aid of interested individuals and/or community organization in a possible solution of the problem, the recruitment of teachers?*

Number

Replies

116—No answer or "nothing."

12—Speakers for special groups of students.

- 10—Individual- and group-guidance activities.
- 10—College people talk with students expecting to be teachers.
- 7—Talks by teachers to service clubs on teacher recruitment.
- 12—Career conferences.
- 6—Discussions of PTA meetings.
- 6—Speakers in assembly.
- 3—Scholarship aid to students.
- 4—Discussions in high-school classes.
- 4—College influence students.
- 2—Newspaper publicity.

Other suggestions including home-room programs, attending college open house, visiting colleges, observing teachers at work, using posters and student teachers.

3. *List below other things you do or think should be done in high school.*

Raise salaries—mentioned 16 times.

Give teachers more opportunity to take part in community activities.

Reduce size of classes to make teaching more desirable.

Accept, in college, only well-qualified students to train for teaching.

Encourage more visitation by high-school students to teacher colleges.

Offer attractive scholarships for teacher education.

Have pupils interested in teaching visit good teachers to observe work.

Stress teaching as a social service in classes and community.

Provide more personal contact by personnel of state teachers colleges.

Be more human in class and out of class.

Enlist co-operation of parents in correcting present attitude towards school and teaching.

Demand good teaching in high school and college.

Elect school boards that have real interest in education.

Encourage our promising seniors to visit teacher colleges.

Inform public of the dire need for good teachers.

4. *List below other things you think colleges could do.*

Send representative to the high schools to talk to interested students.

Hold open house or some other such activity to acquaint students with offerings and facilities in the college.

Maintain closer association with high schools.

Have college juniors and seniors spend more time in high school.

Assign a faculty member to act as adviser for a group of high schools and have this person spend time working in these schools to interest the right students in teaching.

- Supervise practice teaching more closely and extend practice-teaching requirements.
- Invite more students to visit—perhaps spend a week at the teacher education institutions for general information, interviews, *etc.*
- Stop transferring the “failures” of other courses to education.
- Have a progressive public relations program between seniors in high schools and colleges.
- Use tests for admission that would measure probable success as a teacher—teacher aptitude, *etc.*
- Give more information about teaching as a life work.
- Send, to the high school, people who can sell teaching, not just anyone who is free at the time.
- Send more attractive recruiting material and more of it.
- Prepare a documentary 16-mm. film concerning college and teaching.
- Provide scholarships.
- Screen after first and second year in college.
- All colleges should set higher standards for the teaching profession.
- More emphasis on other things in addition to academic subjects.
- Have more interesting material for classroom work.
- More practical college teaching.
- Emphasize that colleges are teaching students and not just subject matter.
- Provide college faculty members with more experience in public schools.
- Less duplication of college courses.
- Improve teacher education courses by making them more directly related to practices in modern elementary and secondary schools.
- Employ fair, just, thinking educational directors. Too many are just trying out individual theories.
- Stress that success in the teaching profession is more than just knowing subject matter; it also includes co-operation, understanding.
- Increase follow-up of graduates.
- Plan careful orientation.
- Set up a teacher examination board in conjunction with the Department of Public Instruction to examine teachers before certification.
- Divert poor teachers into other fields.
- Have high-school principals, teachers, and superintendents go to the college campuses and discuss what beginning teachers should know.
- Have more conferences between high-school and college administrators and teachers and seniors.

Responsibility for Teacher Recruitment

NELLIE Z. THOMPSON

IT is most unfortunate that, just at the critical time when the walls of American schools are beginning to bulge as a repercussion of the global blast still resounding, the very efforts expended to retain experienced teachers have ricocheted and glanced against the vanguard of young people who may have joined the ranks of the profession. The counteractive measures of evangelistic zeal in the form of posters, editorials, scholarships, speeches, and counseling have not been very effective. Youth are not to be mustered into the quiet adventure of teaching as they were into the hazards of war. The approach to recruitment must be indirect.

PERSONAL APPEAL

The choice of a career is frequently the result of the strong personal appeal of someone engaged in that work. It behooves the teacher to be worthy of admiration. Her scholarship and continuing education must make her dynamic. Her pedagogy must be sound and powerful. Her character must be unimpeachable. Her emotional nature must be stable and shot through with human understanding and democratic regard for the individual. Her spiritual being must place her on a plane of high ideals. Her physical condition must be healthy and her appearance tasteful and pleasing. Her professional ethics should preclude insidious complaints, champing at the bits of contractual restrictions, and noisy bandwagon demonstrations for personal gain. She should be engrossed in her work without being immersed in abstract thought or the past. She cannot lose the human touch. She should give selfless service without losing her own social acumen and perspective. She should quietly strive to improve her own status and that of her successors by personal strength in her local situation and by organized professional movements which studiously avoid sensational tabloid publicity.

Nellie Zetta Thompson is a member of the editorial staff of the National Association of Secondary-School Principals, Washington 6, D. C.

The flimsy tinsel robe of glamor with its implications of personal acclaim and quick wealth seem to be more coveted in our country today than the great cloak of obscurity and service to mankind. Can we not change the question on the guidance questionnaire from "How glamorous will this work be?" to "Of what service can I be to my fellow men in this work?" The emphasis on service can be heightened by showing the affinity of greatness for service in the lives of the world's unforgotten men.

EDUCATIONAL ALACRITY

A headmaster enhanced his students' sense of values by relating the responses of three bricklayers who were asked what they were doing. The first said, "Laying bricks!" The second replied, "Earning twenty dollars a day!" The third answered, "I am building what will someday be a great cathedral."

Not only the history teacher, but every teacher can view history as a progression of cultural epochs rather than as a series of wars or successive periods of art. Literature can be approached through eras of thought and the leaders of such thought. Mathematics, science, technology, and even physical education present boundless possibilities for broadening the concept of the evolution of man from a primitive state to a high degree of civilization—not through military leaders but through thinkers—through teachers of men. Into history courses particularly, and also into sociology, economics, sciences, and the arts can be injected the story of great educators and the significance of their contributions. In libraries can be displayed the meager available biographies of great teachers so that their names become as attractive as those on well-worn volumes. We can prompt research on the lives of educational leaders and the writing of educators' biographies.

The destinies of nations have been shaped by their teachers. At no time has the importance of education been more colorfully dramatized than in the present decade. Children of any age can understand how the minds of totalitarian nations were shaped by education, how many of our best teachers were called to higher positions of leadership during the war, and how countries of the Near East are depending upon their teachers for the development of their physical and human resources.

INSPIRATIONAL ABILITY

Sometimes by presenting the negative side, action is aroused. It would not be amiss to show the weaknesses of our local, state, national, and international structure in the areas of politics, economics, sociology, science, and art to spur students to a determination to improve conditions and teach people how to live a full life. The foment of the hour can be used as tinder to

kindle a flame of desire to serve through teaching. The grave uncertainty that confronts teachers is in reality a challenge to greater educational leadership. Humanity's lot rises slowly, and the rewards to its benefactors are few, but can they not imbue those in their charge with a vision that will impel them to serve as the real leaders of the world of tomorrow? More than any group, the teachers of America are convinced that the youth of today are a new breed of men and that on them depends the fate of our country and the restoration of order in a chaotic world.

To inspire students to follow in the footsteps of the teaching profession, teachers must themselves be wholly consecrated to their task. In the face of curtailed space, emotional instability, increased loads, mobility of population, diminished time, abandoned classes, shortages of equipment and supplies, and the inflated dollar, it is imperative that teachers remain dedicated to their work with all dignity. It is now that professional stature is being measured. In their enthusiasm, teachers can inculcate the thrill of adventure in the struggle between the forces of darkness and light. If they are worthy of emulation, dramatize the contributions of great educators of the past to civilization, endow those at their feet with an ideal set of values, and present the challenge that is tomorrow, they will have made a powerful appeal to their students, and youth will join educators in clearing away the wreckage, in perpetuating America's cherished institutions, and in laying stone upon stone on the foundations of a great cathedral whose towering spires today's teachers can not hope to see.

AIR-AGE EDUCATION PROJECT.—An experimental project challenging the interest of the nation's secondary-school principals was undertaken by twenty-seven co-operating school systems. These schools represented twenty-six different states, a number of curricula philosophies, and types of school systems ranging from a one-room rural school through the largest possible municipal organization. One aspect of this project was concerned with providing supplemental materials, peculiar to the air-age, which will serve to enrich subjects commonly offered at the high-school level. The project is jointly sponsored by the American Council on Education and the Aviation Education Division of the Civil Aeronautics Administration. Carefully selected teachers demonstrated to others in the respective systems the techniques and materials employed when vitalizing the classroom activities through reports of current and recent aviation events. At the end of the experimental period, the instructor prepared a report describing the method and the materials which he used during the demonstration period. These teachers' reports will be published and made available to other teachers interested in improving like classroom situations.

Principles and Practices of Consumer Education

OTIS LIPSTREU

A STUDY of the principles and practices of consumer education in high schools located in the North Central Association area reveals little agreement concerning general objectives. Both the co-operating senior high schools and authorities on consumer education tend to place more stress on the practical objectives dealing with buymanship and relatively less emphasis on the economic and philosophical objectives of consumer education.¹

Nineteen per cent of the co-operating schools report the inclusion of separate courses of consumer education in their curricula. Ninety-four per cent of the senior high schools participating in this study teach consumer education in some manner. Twenty-five per cent of the authorities believe that consumer education may be effective if taught only through separate courses and by incidental techniques in related curricula. However, fifty-eight per cent are of the opinion that consumer education, to be effective, should pervade the entire subject matter of the secondary school and that special courses should not be included in the program. Seventeen per cent of the authorities believe that a separate course in consumption should be a part of the program, but, in addition, consumer education should be a phase of all related courses and be included in the core curriculum or general education program.

ORGANIZATION AND ADMINISTRATION

The large majority of the secondary schools place their separate courses for the consumer in the eleventh and/or twelfth grades. The typical separate

¹Cf. The definition presented by the Consumer Education Study in *The Modern American Consumer*.

Otis Lipstreu is Professor in the School of Business, University of Colorado, Boulder, Colorado. As a result of a questionnaire study in which 205 secondary schools and forty-six eminent educators replied, Dr. Lipstreu reports on the principles and practices of consumer education in senior high schools of the North Central Association.

course is elective and one-half year in length. The authorities approve of this length of course but are divided in opinion with respect to the requirement of the separate course. Fifty-six per cent would require the course, while forty-four per cent of the specialists favor an elective course. In this typical school situation, the special course for the consumer is not limited to students in certain curricula.

Consumer education is much more prevalent in the secondary school as correlated units or phases of existing subject matter. The subject matter areas with which consumer education is related in order of the emphasis in each are as follows: home economics, social science, business education, science, agriculture, industrial arts, mathematics, and general education or core curriculum. The authorities approve of this curricular correlation, although they differ slightly with respect to the degree of emphasis on consumer training in each subject-matter area. However, fewer than fifty per cent of the students receive consumer education in these related curricula.

When a separate course in consumer education is included in the curricula, a textbook is used with no supplementary workbook. The units prepared by the Consumer Education Study are considered extremely valuable as source material for both consumer courses and consumer units and/or phases of related courses.

Eighty per cent of the schools co-operating in this investigation believe that their programs of consumer training should be extended, but only forty-three per cent plan any additional units or courses. Without exception, the responding schools consider consumer education to be a vital part of the secondary-school curricula.

UNITED NATIONS DAY.—At the last meeting of the General Assembly of the United Nations, a resolution was adopted designating October 24, 1948, as United Nations Day and calling upon all member governments to urge their citizens to devote that day to making known the aims and achievements of the United Nations and to gain their support for the work of the United Nations.

A citizens' committee for United Nations Day has been formed. Information about United Nations Day may be secured from the Department of State, Washington 25, D. C.

EDUCATION BOOKS.—This complete list of publications in the field of education for 1947, appeared in the April, 1948, number of the *Phi Delta Kappan*. This bibliography, which has been prepared annually for the past twenty years by the Education Department of the Enoch Pratt Free Library in Baltimore, was formerly published in *School and Society*. Especially valuable and significant books, selected by the Department with the assistance of more than 200 leading educators throughout the country, are indicated.

The Improvement of Secondary Education

A. RUSSELL MACK

IT is so easy to find fault, and still easier to make destructive criticism rather than constructive. Sometimes it seems as though it is a popular indoor and outdoor sport to criticize our high schools. For example, the *pupils*, not to mention the graduates, cannot spell; they cannot solve problems of any difficulty; there is juvenile delinquency; the pupils have knowledge, but do not have "the know how" to apply it. And about the *teachers*? According to some, they do not take the proper interest in their young charges. They are subject-matter specialists and can see the importance of no other subjects than their own. They are interested too much in their salary checks; or they may know their subjects, but they do not have a sufficient ability to impart that knowledge. A teacher is not always selected for his fitness for a given position. There should be certification, *etc., etc.*

Others blame the *administration*. There is not the quality of leadership needed. There should be a proper supervisory program. The school day is too short, *etc., etc.* The *building* comes in for its share of condemnation. It is so old as to be educationally obsolete. It doesn't lend itself to improved methods. It is crowded. There is poor lighting. There is no auditorium, or gymnasium, or cafeteria, or shops, or household arts rooms. The equipment is bad. There is no visual aids set-up, no radio, and not enough supplies.

Others believe the *curriculum* is outmoded. It was good a generation ago. It is too academic. There should be a revision in view of present needs. Health and physical fitness are not recognized enough. There should be more and better guidance, educational and vocational. We want to develop good citizenship, yet we waste pupils' time by teaching them dry-as-dust facts of things archaic.

A. Russell Mack is Supervisor of Secondary Education of the State Department of Education, Boston, Massachusetts.

Even *school committees* are not free from criticism. Sometimes they assume too great a knowledge of educational matters, forgetting that they are laymen and elected to decide policies. Sometimes they are political-minded.

Sometimes it does seem as though there are too many people, not educators, who make of themselves authorities on things educational. Most of us concede that lawyers know their law, that doctors know their medicine, and that the layman knows neither. The analogy to education is obvious.

In addition to the foregoing can be added a criticism on a wider than local basis. For example, we have too many small high schools. Citizens in very small towns persist in maintaining their own high schools, although they should realize that a splendid large high school only a few miles away would be infinitely better for their boys and girls. And so on, one could continue ranting.

THE FACTS

There are those who bitterly criticize anyone who supports the *status quo*, and who would reform the world at once. On the other hand we must not be smugly complacent. What is the truth of the matter? As seen by the writer, all of the foregoing are true in different localities, some more and some less. The fact is that we must build upon what we have. We can complain of and regret the *status quo*, but there are very few places where we can make shifts overnight. One who protests overmuch may defeat his own purpose. There is the case of the superintendent of schools who advocated a new school building so strongly that the townspeople, who by the way are always the ones who make the final decisions, opposed the project just because he was for it.

Let it not be doubted, our high schools are good. There is not one in Massachusetts with a pupil-teacher ratio greater than thirty to one. The principal of practically any one of the 258 high schools in the state can point with pride to certain graduates who have excelled at college; nearly all offer at least three curricula—college preparatory, general, and commercial. The vast majority are staffed by teachers who have at least a bachelor's degree and some professional courses. About 200 of the 258 high schools have gymnasiums, attesting surely to some thoughtfulness for physical fitness. Moreover, let it be realized that our youth who served in the war gave a glorious account of themselves, and perhaps some of the credit should be given to our schools. It could probably be proved that less than two per

cent of those in the draft, who were graduates of, or who had attended our high schools for any appreciable time, were rejected in the draft.

Our Massachusetts high schools are good schools, but they could be better. Some of them are better than others. In the three great "P's"—Program, Personnel, and Plant—we cannot improve them overnight, but we can initiate improvements. In personnel, for example, we know that there are some teachers better than others. There are superior teachers, and let's say, there are some not-so-superior teachers. Yet no one, with any sense, would advocate that we should discharge all other than superior teachers. (Any teacher reading this might well examine himself to consider whether he is a superior teacher.) The problem is to improve mediocre and ordinary teachers so that they will be better. Certification might help in selecting new teachers, but for those already in a school system, the wise administrator must plan opportunities for improvement,—in-service training, salary increments for summer or other educational courses, participation in curriculum or other committees, and related procedures for improvements.

A corresponding truth is in the curriculum. There is always an educational lag between the program of studies and the world of today. A brief might be made that this is as it should be. We must be sure that the new is good before we adapt the curriculum to it. Our task is to keep the lag from becoming too great. Yet anyone who says that the schools never change need look only at the subjects added and revised in the last ten-year period to realize that this isn't so; for example, the great increase in the scope and variety of the social studies to improve citizenship, the increase in vocational courses to insure the ability to be self-supporting, in guidance—personnel and orientation courses—to give counsel. Health courses, consumer education, and other courses have made their appearance. Moreover, units have been brought into subjects which have existed for years; *e.g.*, safety education may not appear on the printed program of studies, yet it may be taught as a unit in a class in citizenship or as an extra classroom activity.

Someone may say that the subject matter and the buildings are relatively unimportant, recalling Mark Hopkins, the log, and James A. Garfield. The exact quotation is as follows: (James A. Garfield in address to Williams College Alumni, New York, December 28, 1871) "Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him."

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Can We Meet the Need for Schools?

GEORGE H. FIELD

ALMOST twenty-six million children were enrolled in public elementary and secondary schools during 1947, according to data of the United States Office of Education. In addition, there were three million children attending nonpublic elementary and secondary schools, and 1.5 million five-year olds who were not attending school. The recent high birthrates indicate that a sharply increased rate of enrollment in the elementary schools will continue during the coming years.

Attendance at our colleges and universities stood at 1,300,000 in 1940. Last school year it rose to 2,300,000. It is to be progressively higher in 1948 and in 1949 and is expected to increase to 4,000,000 in 1960. Increased enrollment in our institutions of higher learning is due to the continuing increase in the number of high-school students and the increased proportion of high-school graduates attending college as well as to the desire of veterans to continue their education.

These figures become doubly significant in view of the current shortage of school facilities. Current enrollments necessitate overloaded classrooms and part-time instruction. The expected increases in school attendance in the next few years at public elementary and secondary schools and at colleges will be imposed on an already overloaded school plant. As a nation, we have always prided ourselves upon the educational opportunities offered to our young people. It is a part of our national tradition, a manifestation of our standard of living. It is a tradition that must be continued due to the world situation and the rapidity of technological and scientific advancement. We must maintain and improve our cultural standards.

The situation poses a very real problem for our elementary and second-

George H. Field is Commissioner of the Bureau of Community Facilities, Federal Works Agency, Washington, D. C.

ary schools and for our cities and towns as well as for institutions of higher learning. From where is the added space to come? The situation poses a problem, also, to parents who desire a normal American education for their children, and to our children who must often "make do" with part-time instruction in inadequate quarters. School construction was postponed during the war years. In fact, we have been living upon our capital of school and college buildings while accumulating deficits as we have been unable to add sufficiently to our school plant recently.

ELEVEN BILLION DOLLARS NEEDED

How much added school construction do we need? A recent country-wide survey was made by the United States Office of Education. According to data presented in a recent issue of *School Life*, preliminary estimates of need approximate eleven billion dollars. The preliminary figures cover public and nonpublic elementary and secondary schools and higher institutions of learning. It is entirely possible that a more complete survey would show that the eleven-billion-dollar estimate of needs is a conservative figure since there is a dearth of accurate information due to a lack of complete state-by-state surveys of schools in existence and of needs for new schools.

These findings of need may be compared with estimates of other surveys. The Twentieth Century Fund in its review estimated needs of elementary and educational plant alone at \$9.9 billion. Since this estimate is in terms of 1940 prices, these needs expressed in current prices would be considerably higher. In 1944, the National Education Association reported a ten-year need for public elementary and secondary schools of \$12.9 billion. The National Resources Planning Board estimated outlays for education plant at \$12.4 billion in terms of 1940 prices.

Additional statistics could be cited, but enough have been quoted to point to the gravity of the problem. Congress also has recognized the need for its consideration, witness the proposed Aiken Bill designed to provide grants-in-aid of some \$250,000,000 to our higher educational institutions to enable the construction of additional facilities.

The Federal Works Agency, through its Bureau of Community Facilities, is active in both the secondary and higher educational facilities field. Under the Advance Planning Program it has advanced over twenty-three million dollars to 2,153 school districts to plan the construction of \$593,000,000 of school facilities. Under the Veterans' Educational Facilities Program it has assisted 1,115 institutions of higher learning and vocational schools by providing in excess of 16,000,000 square feet of temporary structures for

use as classrooms, laboratories, and kindred structures, but additional millions of square feet of a more permanent nature are needed.

There is no immediate panacea for the solution of our school facilities problem. It is not clear that local communities could shoulder the financial burden. It is not immediately possible to construct all the schools needed in view of current construction costs and competing needs for other types of public construction, to say nothing of demands made upon construction materials and manpower by requirements for housing and other types of private construction.

However, there should be an intense awareness of the situation both on a national basis and within each state and local community. Each locality should review the present status of its school plant and appraise its needs for the foreseeable future in line with prospects for growth, changing locations of homes within the city, and all other pertinent factors. Some idea of the local need for other types of public construction should be obtained and the income prospects of the city analyzed. Then a school construction budget could be set up on the basis of relative urgency and need. With a clear picture in mind in each local community of what can be done at this time, added school capacity could be put underway within the limits of a community's ability to pay and confined to the most essential projects. While this method of procedure might occasion some delay in meeting all school needs, it does make possible an immediate beginning towards a long-run solution rather than a complete postponement.

The Improvement of Secondary Education

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However, it is a far cry from the time of James A. Garfield. We want not only superior teachers, but we want also the best possible program of studies and a school plant where all of the objectives can be accomplished. To this end, under the auspices of the state department of education there has been a committee at work for some time. This is the Committee on the Evaluation of Secondary Education in Massachusetts. It has already set up the *needs* and the *program*, and is in the process of planning the *personnel* and the *school plant* necessary to meet the needs. It and many other organizations and individuals throughout the state are resolved to make Massachusetts a better place in which to be educated.

School Buildings Are Needed

JAMES H. McGRAW, Jr.

AT least eleven billion dollars must be spent in the next decade on new schools and equipment. Eighty-five per cent of all public school buildings in the United States need major remodelling to remove health and safety hazards. The continuing crisis in education demands the same urgent attention being given the more obvious. Unless this is done, large numbers of American children will be cheated of an adequate education.

The bumper wartime crop of babies, about 5,000,000 larger than the population experts expected, is reaching school age. At school, these youngsters should find their most cherished American birthright, a good education. But unless something is done, millions will be crowded into classrooms already run on double shifts, will move in with children now sitting two in a single seat, and will read germ-loaded books mangled by a generation of use by grimy hands. The U. S. birthrate has jumped by leaps and bounds, and our public schools and their equipment have been running down—first through inevitable wartime neglect, then because inflation and material and labor shortages made it difficult to catch up. To give this bumper crop of youngsters the break they deserve and reach educational standards the nation needs, we must speedily do a major job of educational rehabilitation and expansion.

Some headway has been made in overcoming the teachers' salary crisis. In the past year, the average teacher's annual salary has increased about \$300—from \$2,250 to \$2,550. A great deal more needs to be done. There are still about 100,000 teachers, nearly twelve per cent of all public school teachers, who hold temporary or emergency credentials. They cannot meet

James H. McGraw is President of the McGraw-Hill Publishing Company, New York City, New York.

prevailing standards, and not very severe standards at that, for persons holding their posts.

But now comes the new crisis in school buildings and equipment. We aren't building enough schools to keep up with current needs, to say nothing of catching up on those we were not able to build during the war years. School construction expenditures for 1948 are estimated at \$375 million—less than was spent in 1939. With building costs twice as high, that means we aren't even holding our own; we're falling farther behind.

In the next decade, public and elementary schools must have \$6.6 billion. Another \$4.4 billion must be invested in buildings and equipment in our private schools, colleges, and universities if they are to meet the demands which will be made upon them. The private school and the privately endowed university are doing their full share and doing it well. The need for them is increasing.

These figures cover only rockbottom needs for educational plant and equipment. You can see it better in schools not very far from your home. There are schools with leaking roofs and outdoor toilets in our greatest cities. There are schools where students still use histories and geographies copyrighted before 1920—books with no mention of World War I, the depression of the 1930's, the Russian Revolution, or the rise of the dictators. There are countless schools where modern methods of visual education are completely unknown.

All these conditions promise to get worse—promptly—as that scheduled five million increase in the school population gets rolling. We must regard our schools as part of our national defense, as vital as are our armed forces. This is particularly true in these times of fifth columns and ideological warfare. Go to the schoolhouse in your neighborhood and discover what needs to be done to provide for the rising tide of young Americans. Ask your school board and your school administrators and teachers how you can help them. That is our duty to the oncoming generation.

ACT PROMPTLY

Members: If you wish your name to be included in the NEW directory of the National Association of Secondary-School Principals, to be prepared this fall, send us your change of position and address promptly. Please include your old address as well as your new address and the title of your new position.

In order to receive your issues of THE BULLETIN, it is necessary to receive all changes of address promptly.

A Study of the Administration of High School Student Exchanges

ELIZABETH FLOOD
H. R. LASLETT

THIS study involves the eleven high-school stores or student exchanges in the eleven high schools in a city of approximately 400,000 population in a western state. Just as all of the other extracurricular activities vary from school to school, so do the student exchanges in their organizations and managements, in the services rendered, and in their relationships with the rest of the extracurricular program.

This variation in the student exchanges within one school system may be due in part to the fact that each exchange has grown out of a felt need but, in almost every instance, with little original planning. Usually, a small beginning was made and then, from time to time, more activities, duties, personnel, and space have been added. Frequently, the student exchange grew out of the soft drink and candy stands in the school cafeteria.

The reasons for student stores can usually be found under at least one of the following headings: convenience of the pupils, elimination of neighborhood stores (often of the catch-penny kind), profits for the support of other pupil activities, and training laboratories for the school's business department. While the last is one of the most important, it has often been neglected.

ADMINISTRATION

The central administrative and business offices of the school district involved in this study have taken little apparent interest in these student exchanges. Their management has been left in the hands of the individual high-school principals almost entirely. The central business office requires only a perfunctory annual financial report which consists of the total debits and credits and the yearly profit for each extracurricular activity, including

Elizabeth Flood and H. R. Laslett, the latter, Professor of Educational Psychology, are located at Oregon State College, Corvallis, Oregon.

the school store. An annual audit, paid for by the individual school but done by an auditor selected by the central office, is also required. These annual audits were not made during the Second World War, however. In so far as the writers have been able to ascertain, no suggestions have ever been offered by any official of these central offices for the improvement of the student exchanges. The *sine qua non* seems to be that the extracurricular activities of each school do not show an over-all loss.

The activities of these student exchanges fall into two general classifications: the selling of school supplies and the serving as banks for the other extracurricular activities. Some of these schools provide other banking facilities, thereby reducing the scope of their student exchanges. In other respects, also, some of the exchanges are very limited in their activities and responsibilities.

In many cases, the faculty advisers for the exchanges are also responsible for the keeping or the auditing of the financial transactions of all of the school's extracurricular accounts. The overlapping of the duties of the advisers frequently makes a somewhat complicated situation out of what could be a well and simply organized one.

LOCATION

In general, the organizations of these eleven student exchanges have been quite similar. A convenient or available space was set aside for the exchange's operation, and a faculty adviser was chosen by the principal. The housing for extracurricular programs has generally received insufficient attention. This is true in connection with the student exchanges in this city. Every large school, at least, should provide reasonably adequate facilities for a student exchange since—almost without exception—they intend to use the exchange as one means of raising money for the extracurricular program. All of the high schools in this study have made some provisions for housing their student exchanges, but the facilities are crowded in several instances.

One of the smaller high schools has a very small student exchange. It has done only a small amount of business since few supplies could be kept on hand through lack of store and storage space. In contrast, one of the larger high schools has a large exchange near one end of the first floor main hall. This exchange has a good showcase and storage shelf arrangement, and is well lighted. The general atmosphere has been one of order, courtesy, and business-like procedure. In two other large high schools, the exchanges are located near the front entrances of the schools but are small and have to be artificially lighted at all times when they are in use. Supplies, except

those for a day or two at a time, have to be stored in the school basements at some distance away. Customers must remain in the halls and are served through the upper halves of door openings. The exchange in another of these schools is about half the size of the average classroom. It has been satisfactory for the sale of books, bicycle and locker locks, and stationery supplies; but candy sales have had to be held in the halls—with attendant crowding and confusion. In another of the large high schools, the exchange is located in the same room with the student body office. The space is too small to serve the number of pupils well. A portion of a room across the hall, however, is available when special sales of tickets or of candy are held. Since the spaces occupied by the purchaser and the seller have been divided by a wire cage in which there are three tellers' windows, displays can be placed only along sidewall shelves. In spite of this, a great deal of business is done and, with efficient pupil assistants, the store has been successful. In another small school, the store was small and located adjacent to the cafeteria. Much of the selling of candy and soft drinks was done in the cafeteria but by the exchange. The exchanges in other of these large high schools may be said to have excellent housing space, storage space, and display arrangements. Two of the exchanges have cash registers of sufficient size to handle the accounts of all extracurricular activities. Five others have cash registers for exchange use only. Only two have tables and chairs for the use of the exchange bookkeeper located in them.

HOURS OF SERVICE

Ten of the eleven student exchanges are open for twenty to thirty minutes before the class periods begin. All except one are open during the lunch periods every day. The excepted exchange is open three noon periods a week. Seven of the student exchanges are open from twenty to thirty minutes at the close of the school day. Of the four which are not open for the selling of goods, one is open for the receiving of money from the treasurers of activities or of home rooms. Two of the exchanges are open during two class periods each school day and one other is open during five class periods each school day as well as before and after school and during the noon hour.

SUPPLIES HANDLED

There is a wide variation in the amounts and kinds of supplies handled by the eleven exchanges. All of the stores have more or less complete inventories of school stationery supplies, locks for lockers and bicycles, and special items desired by the pupils for their own use or required by teachers in special classes. Three of the exchanges sold no books, while one han-

dled a large number of used books on a consignment basis but sold no new text books.

In order to provide a variety of textbooks instead of the one usually required text for each subject, some departments—usually English or history—decided, some years ago, to borrow money from the student body funds of their schools, purchase the needed sets of books, and rent them to the pupils in their related classes. Pupils in these classes are not expected to purchase any books for these classes, but to pay a rental fee of fifty cents a semester for each such class for the use of these books. The plan, first begun on a small scale, has since found favor in more schools and in a larger number of departments. Those departments which borrowed fairly large sums of money in order to start the rental plan have been able to repay the money borrowed and have, in some cases, built up substantial sums for the purchase of new texts when those in use have worn out or become outmoded. This has been possible because the necessary purchases have been carefully managed and the whole procedure well organized. The amount of record-keeping is, of course, considerable. In some of these schools, one or more departments have attempted to start on a rental basis without sufficient working capital or have made unwise purchases, and the pupils in these classes have suffered from the lack of a sufficient supply of texts. The purchase of new books under the rental system is made through the school exchange with the advice of the departments except for the amount of money available for this purpose. This is really a function of the activity treasurer, who is often the exchange sponsor in these schools.

Most of the exchanges carry a very complete inventory of needed school supplies, including pencils, pens, ink, erasers, notebooks and covers in various sizes, and a wide range of tablets and fillers. Some art and mathematics supplies are carried in nine of these stores. Most of the exchanges carry at least some combs, hairpins, lipsticks, shoelaces, pins, needles, thread, compacts, and other sundries. Seven exchanges sell or rent locks for hall or gymnasium lockers and for bicycles. The locks are rented for twenty cents a year as a rule, with a returnable deposit of a dollar and fifty cents or of two dollars, according to the value of the lock. Two schools rent locks through the home rooms and not through the exchanges. Two others do not rent or sell locks.

Five exchanges sell candy, and three sell soft drinks. Several sponsors stated that they wished their exchanges were permitted to handle candy and soft drinks because the percentage of profit is high and they believed it

would be a service which the pupils would appreciate. In most of these schools, candy and soft drinks are sold in the cafeterias although in one school the band has the soft-drink concession. At present, these schools do not fully replace the neighborhood stores or soda fountains, but they do hold many of their pupils voluntarily on the school grounds during the noon hour and between classes.

In only one school are the exchange assistants expected to sell all of the tickets to all school money-raising functions. The exchange sponsor is not required to be present at all of these to bank the money, however. At every school, one or more teachers are responsible for keeping money which has been collected at evening performances until it can be turned in to the school banker or deposited by using the school's night deposit.

In four of these schools, the exchanges have student and adult tickets for sale, including student body cards, for athletic contests and other school functions; but the "drives" for the sale of these tickets are conducted by special groups. Five of the exchanges sell no tickets but do handle the money derived from their sale. Two exchanges have no connection at all with tickets, student body cards, or the money connected with their sale.

Six of the student exchanges sell insurance, principally to athletes. State law requires all pupils participating in school athletics to carry at least a prescribed minimum of insurance.

In only two of these schools are the exchanges directly responsible for collecting funds for special drives, such as those for the Red Cross or the Community Chest, or special fees, such as payments for lost or broken school equipment. Six other exchanges and the sponsor (but not the exchange) in another receive the money from all drives, including those for student body cards, on a banking basis. Five of the exchanges carry on a lost-and-found section as a free service to the pupils.

Each of the schools maintains a cafeteria for the convenience of the pupils. These are self-sustaining but are not expected to show large profits. In one of these high schools, the exchange checks the cafeteria change fund from day to day and provides for its safekeeping when the cafeteria is closed. In another, the exchange does the daily banking for the cafeteria. No other exchanges have any responsibilities for any of the cafeteria finances.

The exchange's receipts at one high school are totalled daily and turned in to the student-body treasurer. In another small school, the exchange deposits its money each two weeks with the faculty treasurer. In a third school, a pupil makes daily deposits of all exchange receipts. In each

of the other eight exchanges, the exchange sponsor deposits all money from the exchange and the other extracurricular activities at least once every school day. The money received from each activity is credited to its account, but the money is deposited in one fund only.

The receipts from the exchanges vary from \$600 to \$20,000 a year for eight of these schools. For two of the schools, the receipts from all extracurricular activities are \$40,000 and \$60,000 annually. The eleventh school declined to name the amount of either. The average amount received from the eight exchanges in 1946-7 was \$5,712. Of this, from ten to twenty per cent was profit.

Two of the exchanges, by custom, have made no provision for a change fund. The others keep from twenty to fifty dollars on hand in small change for the beginning of each business day. This is usually smaller after the beginning rush of each semester.

NUMBER OF STUDENTS USED

The number of pupils who work in each of the exchanges varies according to the school and not necessarily according to the amount of work to be done. Their duties also vary considerably, sometimes consisting of selling only and sometimes involving a great deal of work on the books of the extracurricular activities. The number of exchange assistants varies from two in one large high school to twenty in another large high school. The average number in 1947-8 was seven. These assistants spend from fifty minutes to three hours each school day in the exchanges or on the bookkeeping records of the pupil activities.

Three of these schools gave no compensation of any kind to their exchange clerks. One gave supplementary school credit in the course in business practice; three gave activity points for this work. Five paid the assistants either in cafeteria credit or in money. This ranged from five to ten dollars a month. With the exception of two schools, neither the exchange clerks nor the student treasurers were bonded. In one case, the school activities treasurer and, in the other case, the pupil who checked all daily cash receipts was bonded.

THE SPONSORS

Without exception, the student exchange sponsors have been chosen by the principals of the high schools. None of them would admit having any special ability for performing their duties, but most of them have served for a number of years, and expect to continue. The amount of time allocated to the sponsor for this work varied considerably among the schools. Three

school schedules have allowed no time away from classes for the work of the exchange. In two of these cases, one a large school in which the management of the banking facilities for all of the extracurricular activities was one of the duties of the exchange and the other a small school in which the exchange had no banking duties, the faculty sponsors had full teaching loads. In the third, the sponsor was relieved of one class to serve as banker and bookkeeper for all of the pupil activities.

In four schools, the schedules have provided one period a day for each sponsor to supervise the exchange. In two of these schools, the teachers were responsible for the exchanges only; but in the other two they supervised not only the exchanges but also the banking and the bookkeeping for all of the extracurricular activities. In the four remaining schools, two periods a day were allowed for the work of the exchange alone or for the exchange, the banking, and the bookkeeping.

None of the sponsors spent only the time allocated to the exchange in the exchange. All admitted that their classwork suffered from interruptions, especially at the beginnings of the semesters, because the exchanges demanded their attention.

Eight of these schools provide some compensation for the sponsors of these exchanges, but the rate of compensation appears unrelated to the amount of work. Three of the schools provided no compensation for this work. In two of these three, the sponsor was both exchange sponsor and student-body treasurer. They did receive pay for serving as student-body treasurer, however. In four other schools, the sponsors of the exchanges alone received \$100, \$100, \$135, and \$200 a year for this work. In four other schools, the exchange sponsors who were also student-body treasurers received \$100, \$170, \$250, and \$400.

ACCOUNTING PRACTICES

The requirement that a teacher or a pupil desiring to make a purchase chargeable to any school organization must first obtain a requisition for the purchase is generally mandatory in this school system, although careless practice has sometimes gone unchallenged. The exceptions to this rule have been that the exchanges do not have to buy on requisition. In most of the schools, the requisitions are made out in triplicate. The person issuing the requisition keeps a copy, one goes to the seller of the goods, and one goes to the school treasurer. In four of these high schools, the principal only issues requisitions. In two, the vice-principal only issues them. In two, the exchange sponsor issues them. In two, the faculty treasurer; and, in one, ei-

ther the principal, the vice-principal, or the exchange sponsor issues these requisition forms.

In none of these schools in theory and in usual practice are bills paid by the treasurer of the funds belonging to the extracurricular activities unless the bills are accompanied by related requisitions. These treasurers also require that all bills be checked and signed by the faculty adviser of the organization against which the bill is to be charged. Payments are generally made by check. At two of these schools, however, small items may be paid for in cash if the principal approves. In one school, the principal alone may sign these checks; in two, either the principal or the vice-principal may sign them. In four, the exchange sponsor alone may sign them. In the remainder, the principal, the vice-principal, the faculty treasurer, or the student treasurer may sign these checks.

All of these schools require that their pupil or faculty treasurers keep complete and accurate records of all income and expenditures for every extracurricular activity within the school's jurisdiction. The actual book work in three schools is done by teachers; but in the other eight schools one or more pupils keep the books under the supervision of a teacher. The required records are kept in ledgers which provide for an account for every club, school department, and special activity in which money is involved, as well as accounts for reserves, inventories, and cash on hand.

All income is posted from daily cash receipts sheets which are furnished daily by the student exchanges in eight of these schools. In the other three, the activity treasurer makes out these daily cash receipts slips. Expenditures are posted from the checkbook stubs or from the disbursement record sheets.

Each treasurer of an activity is required to balance his or her checkbook and reconcile the bank statement each month except in one large school in which this must be done each two weeks. The activities treasurers' reports are given to the principal and are sometimes used in preparing budgets for the following year. Little or no publicity is given to any of the financial reports although, theoretically, the accounts are open to public inspection. The school district also requires of each school a yearly report which includes the total income, total expenditure, and profit for every extracurricular activity. A yearly audit by a public accountant chosen by the school district board but paid by the individual schools has also been required except during the Second World War. No inventories have been taken except by the faculty sponsors and pupil assistants, as far as was ascertainable.

No special records are required of any of the student exchanges except that, as previously stated, eight of the store sponsors were charged—as student-body treasurers—with the preparation of daily cash receipt forms whose totals are expected to correspond to the attached duplicate deposit slips. For his own convenience and in order to know that the store is making a reasonable profit, each adviser has kept whatever weekly or monthly records he saw fit. A financial statement of the student exchanges as a separate unit has not been required by any of the principals, but most of the sponsors have provided them with the information which they had prepared for their own knowledge and protection.

No budgets have been prepared in the past for any of these student exchanges. The only reason given for this omission was that the exchanges were money-making organizations whose anticipated volumes of business could not be determined. Three of these schools did not formulate budgets for any of their extracurricular activities. In five of the remaining eight schools, teachers and principals only were members of the budget committees. The principal alone made the extracurricular budgets in one school. In the two other schools, pupils were members of the budget committee along with the vice-principal and several teachers.

No reports have been made over the years of the uses to which the profits from the student exchanges have been put. Some extracurricular activities have not been self-supporting and, wisely or not, have been supported by those which were. One school, wisely or not, paid for twenty-five hundred dollars worth of band instruments over a three-year period, largely out of exchange profits. It is believed by the writers that these should have been paid for by the school district. Other schools have bought radios, pianos, murals, stage equipment, motion picture machines, and other visual-aid equipment—to list only some of the purchases. It would have been possible to find out all of the purchases by inspecting the financial records, but this was not done. It is the belief of the writers that the profits from these student stores have been honestly spent, but few pupils know that there have been any profits or the purposes for which they are used. This is not in the best democratic ideal and it neglects a valuable although small field of pupil training.

A Senator Looks at the High School

The Honorable JOHN H. HUGHES

THE answer to the question, "What Can Our Schools Do to Prepare Boys and Girls to Work Effectively for a Peaceful World?" cannot be found in any book or treatise and cannot be answered by any one person. There are, in my opinion, many things which our schools can do to prepare the boys and girls to live in a peaceful world, and one of the most important ones involves teaching them how to live in peace here in the United States. I feel that school youth should be taught, on a gradual basis and as they are able to absorb it, ordinary problems which confront an adult. Everyone is familiar with the daily problems of the parents of the children of whom we speak, which problems are an important element of the eternal struggle for an existence and a better standard of living. This struggle is, probably in a majority of American homes, a constant source of irritation. Since it is natural for all of us to try to better our lot, education alone will not obviate this difficulty but it certainly can go a long way toward improving it. While I am not entirely familiar with the present curriculum of our grade and high schools, I am satisfied that little is offered through our present educational system on the subject of peace at home. For the most part, the views a youth may have in this regard are those which he picks up at home and they are based on the feeling of the parents, which may be expressed in a narrow, warped, and wholly unjustified viewpoint, the result of which would tend to fix his thinking in later life.

What does all this mean? Simply that unless we can get along together at home, there is little likelihood that we will have peaceful relations with our foreign neighbors, and, unless we set a good example, there is little chance that our neighbors abroad—at least the European countries upon whom a great share of this burden rests—will do so in a quest for peace. The means to the end which we seek, in the sense in which I speak, is something which can-

The Honorable John H. Hughes is State Senator, Syracuse, New York.

not be accomplished overnight, yet the effect of the teacher on the thinking of her pupils was well demonstrated by the Germans' educational program, with which you are familiar. While that program, to our way of thinking, was wholly bad, it was a striking example of what a concentrated educational program can do toward the moulding of the thinking of youth in a short period of time.

Our education is, and for the most part for many years has been, what I would term formal. Little, if any, stress has been placed upon an understanding of the vital facts of life which are essential in everyday life and to the problems which we have to solve. As nearly as I can recall not one word was ever said during the time I was in grammar school or high school with reference to the practical importance of being able to get along with your fellowman, and yet it has been my experience in the twenty years I have been engaged in the practice of law that probably one of the most important and necessary attributes is the ability to understand the other person, to allow him to understand you without losing your identity and integrity or compromising your principles. In my opinion, one of the greatest assets that a man or woman can have, either in or out of business, is the faculty to get along with other people.

For many years, in this country as well as others, there has been a great struggle between management and labor. We believe our form of government, based on free enterprise with an equal opportunity for everyone, is the best way of life—the American way—yet the average youth finishes his high-school education for the most part with little, if any, appreciation of the complexity of our economic system and with practically no understanding of what will be required of him or her to help maintain free enterprise and equal opportunity.

Industrial and labor relations today is one of the great fields for practical exploration for the high-school student. These students will be the workers and employers of tomorrow, taking their places in industry, agriculture, and the trades. Some will become industrial workers or farmers; others, foremen or superintendents; and still others, managers or employers on a small or large scale. In a very real sense, teachers can play a vital role in the future course of industrial relations. To the degree that they carry out their responsibilities in this respect, their students will become more effective members of a truly democratic society. There can be no question but what the successful operation of our form of government and a continuance of our economic system are complicated today by matters involving differences between labor and management, and education is destined to play a major role in their satisfactory

settlement. Our state recognized this fact and established at Cornell University a state school of Industrial and Labor Relations. This college sponsors an integrated course in labor-management problems and collective bargaining. The school was founded to improve industrial relations and labor conditions through the provisions of instructions and the conduct of research and the dissemination of information on all aspects of industrial and public relations affecting employers and employees. The benefits to be derived from such an educational program are incalculable. Graduates of this college will, of course, have come a long way toward preparing themselves to be experts in this field. I do not propose to suggest that youth in grade and high schools be required to make a study of the complications involved in the disputes between labor and management. I do propose, however, that on a gradual basis the subject be introduced into our educational system; that the students in the upper grades of grammar school be given an opportunity to become familiar with the benefits to be derived from the operation of our governmental and economic system; that there are problems and differences which constantly arise between the owners of business on the one hand and the employees on the other, and that a peaceful solution of such problems is the goal which everyone should be seeking. I believe that in the high-school program a course of study or lectures could be planned which would enlighten the students on the nature of the problems which arise in every business and on the reasons for such problems. There should be a full discussion of the respective positions of both labor and management. I think a study of the history on a general basis of the growth of industry and also of the labor movement in our country is essential as a background. A study of such history would show also the friction which has arisen, how unions came to be formed as a result of the abuses by management over a period of a great many years, and, finally, how state and Federal legislation resulted in laws establishing certain fundamental principles for employees for the purposes of bargaining with their employers. I think, as a part of the same picture, pupils on the one hand should be given an understanding of the position of the stockholder in the corporation, the need for capital, and the incentive for investment in order to continue our way of life; also the need of adequate compensation for services rendered and the continuous effort to better our already high standard of living. On the other hand, youth should be educated to realize there is a corresponding duty on labor; that the workers should give their employers a full day's work in return for a good day's pay; they should attempt to increase their skill and educate the employees as to their responsibilities to employers and the pub-

lic. Finally, I believe that such a program should show the importance of peaceful labor relations so far as the public is concerned. I think with high living standards, good wages, and good feeling between employer and employee, with each side recognizing and respecting the rights of the other and assuming the responsibilities just mentioned, we can't help having a progressive and peaceful industrial community, all of which would have a forceful impact upon the nation.

Whereas today the average youngster's knowledge of this subject is formulated primarily by the views of his parents, not because he is interested in the problems but because he absorbs the feeling of his father or mother from the discussions which he hears in his home. The attitude of the parent may be one of wisdom, it may be sound and well thought out, or it may be entirely without reason, narrow and one-sided, and that attitude may be either that of management or of labor, dependent upon what side the parent represents. We can't hope to make labor and management relations experts of all our high-school graduates, but we can give them an insight into the problems involved. If given the opportunity to appreciate the problems, they will want to learn what creates them and how they can contribute to the solution thereof. I for one believe that the present generation of youth is the one which will help solve our domestic labor-management problems and by so doing go a long way toward solving world peace. The most satisfactory and happiest human relations are the product not of legal compulsion but rather of voluntary determination among human beings to co-operate with one another. Though we may legislate to the end of time, there will never be industrial peace and harmony without good faith, integrity, a high degree of responsibility, and a real desire on the part of all parties concerned to co-operate. Without this spirit of good will, all the social, economic, and labor laws of man will eventually prove to be in vain.

And so I say to you, in my judgment, teaching youth the importance of (1) getting along with people, (2) the need for good labor relations, and (3) and, most important, peace at home would go a long way toward helping them work for world peace.

Aviation Education

According to the Office of Aviation Training of Civil Aeronautics Administration, Washington, D. C., in 1947 there were 73 summer air-age institutes and workshops offered in 38 states attended by 12,428 teachers in comparison to 26 workshops in 11 states attended by 3,156 teachers in 1946.

News Notes

DEMONSTRATING THE USE OF OAV.—Under the direction of Miss Frances Hewitt of the Education Department of Central Missouri State College in Warrensburg, Missouri, a demonstration unit on *Operation Atomic Vision* was conducted during the past summer with a group of teachers enrolled in the college in a class on "Techniques in the Secondary School." First, the unit was discussed and then class films (*Democracy, Despotism, The House I Live In, Atomic Energy, Boundary Lines, Where Will You Hide?* and *One World or None*) were shown. Second, one of the social science men gave an evaluation of the unit *Operation Atomic Vision* as prepared by the National Association of Secondary-School Principals and class members ordered copies for themselves. Third, a volunteer committee of ten people arranged an all-school program on UNESCO, atomic energy, and intercultural education. This program consisted of three films—*Atomic Energy, Where Will You Hide?* and *One World or None*. The state chairman of UNESCO, Miss Icie Johnson, and the head of the social science department, Mr. R. L. Wood, were the featured speakers. The committee chairman gave a brief introduction and comments on the unit. An exhibit of materials and bibliographies and sources of materials on the subject was prepared by the group. The program was widely publicized through the various organizations in Warrensburg, through the newspapers, and through the commercial art department. In short, the committee members did on the college campus what each would like to do in his local community.

1948 STUDENT COUNCILS HANDBOOK.—The *1948 Student Councils Handbook* is one of a series of annual handbooks published by the National Association of Secondary-School Principals and will be distributed to all member schools of the National Association of Student Councils about October 1, 1948. This book will also be available to anyone interested in Student Council work for \$1 per copy. The handbook contains advance notice of the 1949 National Conference of Student Councils to be held in June, 1949, at Cincinnati, Ohio; a summary of the 1948 National Conference held in Washington, D. C.; a report on 53 outstanding Student Council-community projects; a working handbook on planning and directing a Student Council convention; and a directory of all members of the National Association of Student Councils and of all Student Council Associations in the country.

Student Council sponsors will be especially interested in the reports of the twenty discussion groups held at the 1948 National Conference. Each group was composed of from thirty to forty student delegates and faculty sponsors. Under the direction of a national leader in Student Council activities, each group discussed seriously and intelligently one of the twenty topics selected by the members of the National Association of Student Councils. Their thoughts and reactions to the questions are included in the handbook in order to give the Student Councils of the nation an opportunity to study the conclusions and to use the recommendations in any way that seems suitable and profitable.

Each year, member Student Councils of the National Association of Student Councils are asked to submit an annual report. The 1948 annual report requested information from these member Student Councils on school-community projects as a demonstration of the means and methods by which the Student Council "went out into the community." Fifty-three of the most interesting and unusual projects were carefully selected and have been included in the handbook. Student Councils, seeking information and suggestions on how to become a potent community force for good, will profit by this part of the *1948 Student Councils Handbook*.

Another unusually interesting section and one for which there has been great demand is that part devoted to the organization and direction of a Student Council convention. This is, in reality, a handbook in itself and is organized in such a manner that any Student Council charged with the responsibility of a Student Council convention may use this section as a working handbook. It tells the committees needed and the work of each; it lists, step by step, the actions which need to be taken to insure a good convention. In short, it provides valuable advice to ease and simplify the work of the convention committees. A helpful section of the new handbook is that devoted to a directory of Student Council associations. If a Student Council is interested in affiliating with some Student Council association in the state or smaller area, this directory may be consulted to ascertain what associations are in existence in that area. It is hoped that this directory may be used to assist many Student Councils to affiliate with some Student Council association to the mutual advantage of both.

ESTIMATED SEVEN MILLION INCREASE DURING NEXT SEVEN YEARS IN SCHOOL ENROLLMENT POSES DIFFICULT PROBLEM.—The nation's school officials, hard-pressed as they have been in the postwar years to find qualified teachers and sufficient classrooms, face even more difficult problems in the years immediately ahead. This was the warning made by Dr. Willard E. Givens, executive secretary of the National Education Association, as its Research Division completed new estimates of school enrollments.

"On the basis of recent birth rates," Dr. Givens said, "the number of children enrolled in public schools in 1955 will be more than seven million in excess of enrollment for the 1947-48 school year." How will this 30 per cent increase—from a public school enrollment of 24,373,000 in 1948 to an estimated total of 31,393,000 in 1955—affect the already complicated school finance and teacher supply problem? "A public school program for these additional children," Dr. Givens added, "will require an added operating expenditure of more than one billion dollars, if the 1947-48 unit costs are maintained. Further increases in prices or any attempt to make teaching more attractive and to encourage more young people to prepare for teaching would mean that the increase by 1955 must exceed this one billion dollars." To care for the expanded enrollment, NEA says 300,000 more teachers will be needed in addition to the 870,000 teachers in the school instructional staff for the 1947-48 school year.

What will it cost for extra school buildings? In the decade preceding the depression, the public schools of the nation expended for school-house construction

slightly less than \$600 per additional student. Under present pricing, this would amount to about \$1400 per additional student. An expenditure at this rate for the increase in enrollment expected by 1955, NEA says, would require a total expenditure for new school buildings amounting to approximately ten billion dollars in the next seven years.

NEA officials point out that at a time when all states are sharing an unprecedented national income of over 200 billion dollars annually, "it is paradoxical that there should be so many obstacles in the way of financing an adequate program of education." The schools of the nation, NEA sums up, find themselves in this situation: (1) school revenues are still derived chiefly from local taxes on property; (2) for immediate relief by larger support, the schools must look to nonlocal sources of revenue; (3) to an increasing extent the schools find themselves in competition with other tax-supported public services; (4) the Federal Aid bill that would have equalized educational opportunities measurably, although approved by the Senate, has not passed the House. To finance the school program which will be required in the years immediately ahead, NEA officials are asking the nation's educators:

- (1) to point out revenue sources other than the property tax;
- (2) to develop means for informing parents, legislators, and other laymen on the assumption that they will not allow public school support to go by default;
- (3) to recognize that earmarking of funds for schools is a necessary expedient in many states until state tax systems are extended and improved;
- (4) to co-operate with movements to study and to reform state and federal fiscal relations in the interest of balance between the resources and needs of public functions at all levels of government;
- (5) to continue efforts toward the reorganization of school districts whereby the educationally inefficient district will be eliminated except under special local conditions;
- (6) to continue to work for better administration of local property taxes through independence of school boards, improved assessment of property, and better systems for equalizing assessments; and
- (7) to make every effort to find and to use those measures of need as will take into consideration differences in local ability and help to free localities from the inequities of competitive under-assessment of property.

AMERICAN EDUCATION WEEK STRESSES FREEDOM THEME—The overall emphasis of American Education Week this year is upon the role of education in *Strengthening the Foundations of Freedom*. The daily topics gear into this theme by pointing up critical areas in which speedy advances must be made if schools and colleges are to be equipped in terms of the size of their tasks. The 1948 program is the 28th observance of American Education Week. This celebration is held in November beginning on Sunday of the week which includes Armistice day. It is sponsored by four great national organizations with over nine million members: the National Education Association, American Legion,

National Congress of Parents and Teachers; and the U. S. Office of Education which may be said to represent schools and colleges. Canada is usually represented at the sponsors' meeting to select the general theme and daily topics. The American College Public Relations Association is urging active participation by the higher institutions of learning.

While the problems facing the schools are continuous, the values of American Education Week for focusing the attention of the nation upon them are enormous. American Education Week is a good time to review the place of education in the lives of children and the security of the republic, appraise current programs in the light of new needs and conditions, and plan new lines of action. If every school and college participates effectively, significant results can be expected during the entire year.

American Education Week is distinguished by two types of activities: school visitation and educational interpretation. The one brings the people to the schools; the other brings the schools to the people. Over ten million people visit the schools during the observance. Millions of others are reached through radio, press, exhibits, movies, meetings, and other ways. American Education Week has come to be the outstanding period of the school year for highlighting education and arousing citizen interest in improvement programs.

This is an important factor in the success of an undertaking of the scope and significance of American Education Week. Organization, planning, publicity, promotion, and co-operation bring larger effort and greater results. For a complete list of the special helps which have been prepared to help planning groups develop their programs and enliven their projects, write direct to the National Education Association, 1201 Sixteenth Street N.W., Washington 6, D. C. Following are the daily topics for the week: Sunday, Nov. 7, Learning to Live Together; Monday, Nov. 8, Improving the Educational Program; Tuesday, Nov. 9, Securing Qualified Teachers; Wednesday, Nov. 10, Providing Adequate Finance; Thursday, Nov. 11, Safeguarding Our America; Friday, Nov. 12, Promoting Health and Safety; and Saturday, Nov. 13, Developing Worthy Family Life.

AMERICAN COUNCIL ON EDUCATION'S 1949 TEACHER EXAMINATION PROGRAM.—Arrangements may be made for the establishment of examining centers for the tenth annual administration of the American Council on Education's National Teacher Examinations. The Teacher Examinations are administered through the facilities of the Educational Testing Service, and examining centers are conducted in co-operation with school systems and teacher education institutions. Many superintendents and boards of education require or advise applicants for teaching positions to present National Teacher Examination records. The examination results are used as one of the factors in teacher selection. The Teacher Examinations also are administered in connection with teacher education programs in colleges and universities, both at undergraduate and graduate levels.

Used in combination with additional information such as that provided by records of experience, academic marks, ratings of various aspects of personality,

etc., the Teacher Examination results can contribute materially to the raising of standards of teaching. The American Council on Education welcomes the use of its Teacher Examinations by any school or college, provided assurance is given that the examination results will be used wisely in combination with other significant information concerning the prospective teacher. Arrangements for the establishment of examining centers should be made by superintendents of schools and college officials before November 15, 1948. Correspondence regarding co-operation in the project may be addressed to: Director, National Teacher Examination Project, Educational Testing Service, 15 Amsterdam Avenue, New York 23, New York.

HIGH-SCHOOL SCIENCE SERVICE.—The University of Oklahoma has recently established a new service for public school teachers of science, planned through a university-wide advisory committee and administered through its Extension Division. It is called the High-School Science Service of the University of Oklahoma. At present, the facilities provided for use by public school science teachers include technical reference and consultant service in both science and education; speakers' services in science areas; loan libraries of science textbooks, workbooks and courses of study; a monthly bulletin of science teaching and science club information in Oklahoma; and a weekly popular science radio program presented by the University's radio station WNAD. Additional activities to be added during the school year include a science fair to be held in conjunction with the University interscholastic Meet late in the spring semester, a two-day science teachers' conference, and a series of science leaflets providing items of continuing interest to science teachers, such as museum techniques, keys for classification of local *flora* and *fauna*, directions for construction of apparatus, and many similar items of interest.

The High-School Science Service was officially initiated (1) to assist in the improvement of general education in science in Oklahoma through the development of services for and bases of interaction between teachers and science clubs in the public schools and the science organizations of the University and other state and national science organizations; (2) to assist in the location and identification of young people of promising scientific interests and capabilities at the earliest possible time in their school careers; and (3) to develop an improved university program for the education of prospective and in-service science teachers in the public schools. Inquiries concerning the High-School Science Service and requests for its publications should be addressed to the director, James G. Harlow, High-School Science Service, The University of Oklahoma, Norman, Oklahoma.

PEPSI-COLA SCHOLARSHIPS PROGRAM.—For the fifth consecutive year, the nation's most comprehensive search for unusual ability among high-school students got under way. Boys and girls from more than 25,000 high schools in the United States, Alaska, Hawaii, and Puerto Rico will be given the opportunity to take part in the 1949 Pepsi-Cola scholarships program under which 119 Four-

Year College Scholarships and 600 College Entrance Prizes, totaling \$350,000 will be awarded to seniors who give promise of leadership in their chosen fields. More than 500 winners of Four-Year College Scholarships, which are financed by the Pepsi-Cola Company, are already on 175 campuses of the nation's colleges, and now the Pepsi-Cola Scholarship Board is looking for at least 119 more.

The 1949 selection begins with the elections held among high-school senior classes all over the country to choose candidates for the preliminary examination which the contestants must take. The finalists chosen on the basis of the first test will be announced in December, and they will take a final test in January. From the scores made on this second examination, the winners will be selected and their names announced in March.

Winners of the Four-Year College Scholarships will receive full college tuition, \$25 a month, and traveling expenses for four years. Runners-up will be awarded College Entrance Prizes worth \$50 when the winners enter college in the fall of 1949; and those students who rank among the top ten per cent of the contestants in the country will receive Certificates of Distinguished Performance. Any high-school senior who wants to try for one of these awards can see his or her principal who has been sent complete information about the program.

WORKSHOPS FOR TEACHERS.—During the past summer, a series of one-week workshops were held at the University of Colorado. The series included workshops for Specialists in Visual Education, Junior College Administrators, Specialists in Guidance and Counseling, Board Conductors, City Superintendents of Schools, and Instructors in Driver Training. These workshops were limited to forty members each. Consultants of national reputation in their respective fields were brought in for each workshop. Harl R. Douglass, Director of the College of Education, was the general co-ordinator of the conferences.

WANTED, ADVISERS IN EDUCATION.—The U. S. Civil Service Commission has announced an examination for filling vacancies in the position of Adviser of Education, which pay salaries of \$7,102, \$8,179, and \$9,975 a year. The positions are located in Washington, D. C., in the Civil Aeronautics Administration, Department of the Army, Department of State, Department of the Navy, the Institute of Inter-American Affairs, the Veterans Administration, and other Federal agencies; and throughout the United States in the Civil Aeronautics Administration and the Department of State. Travel in this country and abroad may be required.

To qualify for the positions, applicants must have had responsible, high-level experience in educational administration, supervision, or research; development of instructional materials, or administration of international cultural programs; or other comparable experience. No written test is required; applicants' qualifications will be rated on the basis of their experience and abilities relevant to the duties of the position. Detailed information is given in an examining circular. Information and application forms may be secured at the Civil Service Commission, 8th and F Streets, N.W., Washington 25, D. C.; at most first and second-class

post offices; or from Civil Service regional offices. Applications will be accepted until further notice by the Commission's Washington office.

FILMS FOR VISUAL EDUCATION.—As a service to the cause of audio-visual education, Coronet Films has released a 2½ reel, 16-mm. sound-motion picture entitled *Instructional Films—The New Way to Greater Education*. This film demonstrates through many sequences from selected films how audio-visual teaching saves time in presenting complex ideas, saves money by bringing costly equipment right into the classroom, makes the most distant things as near as the classroom movie screen, and makes it possible for students to see familiar objects in a new light. To make it possible for every group interested in audio-visual education to own *Instructional Films*, Coronet Films has set the price of this 25-minute black-and-white sound production at \$50—sharing the cost of each print with the film owner so that this introduction to audio-visual education may reach the widest possible audience. Prints of this film are also available on loan for temporary use at no charge except for transportation and may be borrowed directly from Coronet Instructional Films, Coronet Building, Chicago 1, Illinois.

Coronet Films has also recently released other instructional sound-motion pictures, each one reel, color or black-and-white. Each of these films may be secured through purchase or lease-purchase for \$90 in color or \$45 in black-and-white. They are also available through the nation's leading film-lending libraries. For a complete catalog or further information on purchase, lease-purchase, preview, or rental sources, write to: Coronet Instructional Films, Coronet Building, Chicago 1, Illinois. The subjects are: *Spanish Influence in the United States*—this points out that even though Don and Dolores live in the Mid-West, our Spanish heritage plays an important part in their lives; *Arctic Borderlands in Winter*—after seeing this film on Arctic living, students from the intermediate adult-grade levels will dramatically realize that in these northern barren lands, every living thing, including man, must either adapt to this frigid environment or perish! *The Malay Peninsula*—shows students that, Kipling to the contrary, East and West do meet in Malaya; *How to Judge Authorities*—a lesson in knowing what to believe and what to learn; *Who Makes Words?*—presents to students that knowledge of word derivation is a vital language tool, not a mere academic exercise; *Basic Fibers in Cloth*—imparts a knowledge of the major fibers which students can use as a yardstick to measure cloth effectiveness for each home use; *Find the Information*—teaches students how to find reliable information quickly through this study of many widely used indexes; *Building an Outline*—an aid to students in comprehensive reading and in writing reports; *Consumer Protection*—illustrates the practical value of consumer services with a comparison of the buying habits of two families; *Banks and Credits*—brings out the essential part a commercial bank plays in the life of a community; *How to Write Your Term Paper*—a new and dramatic teaching of effectiveness for visual education; *How to Judge Facts*—helps students establish a judicious mental attitude toward fact finding; *What Is a Contract?*—logically answers this basic business question with typical transactions from the world of commerce; *Federal Taxation*—gives students a

better understanding of the role of our entire federal system of taxation in their personal future and our national future as well; *Everyday Courtesy*—gives students an opportunity to observe courtesy in action when the class in this film invites the parents to a special courtesy exhibit at school.

DIRECTORY OF FILM LIBRARIES.—Nearly 600 sources of 16-mm. films for teachers and school administrators are listed in a 28-page directory recently issued by the U. S. Office of Education, Federal Security Agency. The listing of film libraries is based on answers to inquiries sent to film libraries, visual education dealers, and other film distributors of 16-mm. films. Each distributor listed has indicated (1) that he loans or rents films, (2) that he wishes to be listed, and (3) special restrictions or limitations on his distribution of films. Copies of the directory, entitled *A Partial List of 16-mm. Film Libraries*, are available without cost from the Visual-Aids Section of the Office of Education, Federal Security Agency, Washington 25, D. C.

PUBLICATION ON 16-MM. FILMS.—Schools interested in securing the latest information about 16-mm. films will find the magazine, *16-Millimeter Reporter*, helpful. This 16-page publication, published semimonthly by the Andrew Publishing Company, Inc., 1819 Broadway, New York 23, contains information about film production and is available at \$5.00 per year per subscription or \$6.00 for a two-year subscription.

YOU WILL KEEP ON HELPING, WON'T YOU?—More than half the people in Europe still don't get enough to eat. They get less than an emergency subsistence diet according to American standards. In spite of this, in spite of rickets, tuberculosis, frightful death rates, they are making some progress. If you help now, you will speed their recovery. But if Americans do not continue their aid, it may mean a heartbreaking setback to our friends overseas. You can do this through CARE, Inc., 50 Broad Street, New York 4, by sending money (in multiples of \$10). This nonprofit organization will deliver a package to Europe's needy for each \$10 you send. CARE is trying to get as much life-giving food to as many people as quickly as possible. CARE was set up by more than two dozen humanitarian groups. Because it is a nonprofit organization and because it buys and ships in such tremendous quantities, it can send more for \$10 than an individual can. CARE has shipped more than five million packages in the last two years. With that experience, it has become more efficient; it has now cut delivery time to four weeks (sometimes to eight days!).

CARE has planned the most useful packages that it knows. Nutrition experts have helped plan the packages and the contents are changed as the need changes. CARE has representatives all over the world to keep abreast of the changing conditions as well as to guarantee the arrival of your packages. CARE packages, everywhere, are duty free and ration free. If you have other ways of helping, fine. Most people find that one or another of the CARE packages answers their needs. People are still hungry in Europe today. If you find that CARE does answer your needs, help CARE help the needy of Europe.

RADIO SCRIPTS ON HEALTH.—An educational series of 15-minute radio scripts, dramatizing public health problems, is available for school use. The scripts are released on a monthly basis from September through May and are offered without charge as an educational service to teachers, librarians, club leaders, and radio stations. The first script presents the case of Barbara and will help parents understand why some children hate to go to school. It traces in vivid, dramatic language the psychological factors behind Barbara's dislike of school. It shows how important mental health is to physical fitness. For free copies write to the Public Relations Division, The Mutual Life Insurance Company, 34 Nassau Street, New York 5, New York.

THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT PLANS CONVENTION.—The Association for Supervision and Curriculum Development of the NEA, Washington 6, D.C. will hold its 1949 annual meeting in New York City. The dates of the meeting are February 13-16 and headquarters will be at the Commodore Hotel. Further announcements of program will be publicized as planning goes forward.

JUNIOR HIGH SCHOOL MAKES OWN LINE CUTS AND HALF-TONES.—The Providence Street Junior High School of Worcester, Massachusetts, has a course in printing under the direction of Stanley L. Freese, in which the students, in addition to hand setting the material for their school paper, *The Mirror*, and other school work, as a part of their printing course also make their own line cuts and half-tones. As the students progress in the course, some of the more advanced ones even do three-color separation work as, for instance, in their graduation program. In the processing of their school newspaper, the students contribute the cartoons, write the copy, print, and sell the paper. Every phase of their school life has expression in *The Mirror*. Special news stories, athletic activities, auditorium programs, jokes, comic strips, editorials, and news of the faculty are some of the items included in this paper. In a special course entitled "Art and Reproduction" given to ninth-grade students, the engraving work for the newspaper represents a part of the practical experience offered to students. This is probably the first junior high school in the nation to produce photo-engraved plates and especially color-separated plates for printing. George B. O'Flynn is principal of the school. Mr. Freese is now preparing a book for publication. This book deals upon the subject of photo-engraving. It should be helpful to teachers of printing who wish to have their students make line cuts and half-tones and do color-separation work. In Mr. Freese's classes, the students take the pictures, develop, and enlarge them. The school is provided with a dark room which contains a copying machine and photographic supplies.

BETTER HOMES.—*House Beautiful* magazine has long recognized and actively supported the fact that the home is the most important factor in developing children into conscientious, solid citizens. The editors of *House Beautiful* do not imply that the love and security on which a happy home is founded can be generated by beautiful home surroundings. But undoubtedly these essentials of a well-integrated home life can find their highest degree of fulfillment in an attractive

home which makes for comfort, contentment, and congeniality. This magazine has also recognized the fact that far too little attention is paid by the average American family to making the home a desirable, interesting place in which to grow up. This fact is unfortunately true: the average American family spends only eight cents out of each dollar on the home, while much more is devoted to interests outside the home. For this reason, *House Beautiful* has instituted a new program as part of its "Better your home—better your Living" Crusade. This program is labeled "Teen-Age Time is Refurnishing Time" and it will be the subject of several interesting and constructive articles in *House Beautiful* beginning with the August 1948 issue. For further information on possible tie-in activities, contacts should be made with Cort S. Palmer at *House Beautiful* Magazine, 572 Madison Avenue, New York 22, New York.

BOOK MANUSCRIPT CONTEST.—The American Technical Society, in reply to the Committee on Important Continuing Activities of the Commission on Life-Adjustment Education for Youth's recommendation that the Commission "influence textbook companies to put out text material which will facilitate life-adjustment education," has announced a \$1000 first award, a \$500 second award, and a \$250 third award for the best textbook manuscripts on Life-Adjustment Education. In case only one manuscript is adjudged meritorious, the entire \$1,750 in cash awards will go to that author. If only two manuscripts are adjudged meritorious, the first award will be \$1,175 and the second \$575. (Awards are in addition to royalties.) Manuscripts must be submitted not later than December 31, 1949, to be eligible for the awards. Manuscripts should be mailed to the Managing Editor, American Technical Society, Drexel Avenue at 58th Street, Chicago 37, Illinois. Complete information about the project can be secured from the same source.

DISPLAY OF SCHOOL HEALTH MATERIALS.—The National Publicity Council, in co-operation with the School Health Section of the American Public Health Association, is preparing a display on school health education activities for the 76th annual meeting of the Association, November 8-12, 1948, in Boston. Materials on the health education aspects of each of the following will be included in the exhibit: School Health Service Programs; School Environment; Home, School, and Community Programs and Classroom Teaching. This is the first time an extensive and representative collection of school health materials will be included in the A.P.H.A. Health Education headquarters which previously has been limited to displays illustrating community health movements and materials for adults. By displaying examples of successful techniques and materials currently in use throughout the country, the school health exhibit should be particularly helpful to the school health delegates. But it should also bring a better understanding of their work to the health officer, the community health educator, the public health nurse, the sanitary engineer, and the thousands of other delegates from the public health field who will attend the A.P.H.A. meeting. Contributions to the display should be sent to the National Publicity Council, 130 East 22d Street, New York 10, New York, before October 15.

GOALS FOR THE AMERICAN HIGH SCHOOL.—Fred S. Dunham, associate professor of education of the School of Education, University of Michigan, Ann Arbor, Michigan, addressing the summer-session students at the University last summer listed the following as goals for the American high school:

1. An understanding of democracy and a high regard for those American institutions which promote the general welfare of mankind.
2. An admiration for all that is good and true and useful and beautiful in our cultural heritage and daily life.
3. Mastery of those fundamentals which are required of effective and worthy living.
4. Continuous growth of special abilities within the limitations of each one's capacity.
5. Exploration of as many additional fields of thought and creativeness as time and place permit.
6. Cultivation of those habits of health and safety which lead to physical and mental well being.
7. Information about occupations, vocations, and professions, but not training at the expense of our cultural education.
8. Development of sincerity and honesty in judgment and a habit of scientific procedure in arriving at conclusions and in making decisions.
9. Understanding and fair-mindedness in our relations and dealings with those who belong to other religious, racial, and social groups, both at home and abroad.
10. Attainment of those qualities of personality and character which are agreeable to others and ennobling to one's self.—*School and Society*.

GRAPHIC ARTS ESSAY CONTEST.—For the 13th consecutive year, International Printing Ink will sponsor the annual IPI Essay Contest in co-operation with the National Graphic Arts Education Association. Additional cash and other prizes have been approved for both national winners and printed essay award winners in the 1948-49 contest.

The annual IPI Essay Contest is strictly an educational activity designed to focus attention on the importance of printing and printing education, particularly in secondary schools. Its aim is to stimulate student interest in the graphic arts and in those related fields which play such a vital part in our lives. Last year over 15,000 students, from 439 schools in the United States and Canada, competed for the cash prizes and other awards. Every state but one was represented in the registration. This was a new record. It confirmed the belief of the sponsors that maintenance of the annual contest is an investment in the future of America's youth. This year the sponsors have chosen "Printing and Free Government" as a most fitting and timely subject. The vital importance of free government to the maintenance of our economic and social freedom is stressed daily in international current events. Entrants must be registered students in the freshman, sophomore, junior, or senior class of any accredited high school, trade school, or preparatory school. Junior high-school students in the ninth grade (equivalent to high-school freshmen) may enter the contest. In fairness to the

younger students, the judges will take into account the age and grade of contestants in the evaluation of the papers. October 30 is the last day on which entry cards may be mailed to enroll your school. The prizes are as follows: 1st prize—\$500; 2nd prize—\$250; 3rd prize—\$100; 4th prize—\$50; 5th prize—\$25; and 6th to 30th prizes—\$5 each. Complete information may be secured from the National Graphic Arts Education Association, 412 National Savings and Trust Building, 719 Fifteenth Street, N.W., Washington, D. C.

COLLEGE-BY-RADIO PLAN.—Plans for a vast adult education project to be undertaken by the National Broadcasting Company, New York City, and its affiliated stations in co-operation with leading United States colleges and universities were announced by Ken R. Dyke, the network's administrative vice president in charge of programs and public affairs. Institutions of higher learning are being invited to join with NBC and its affiliates in a college-by-radio plan which will provide home-study courses built around network-produced programs, supplementary guidance broadcasts by local affiliates and university stations, and assigned reading. The entire project will be under the supervision of Sterling W. Fisher, manager of the NBC Public Affairs and Education Department. To test procedures to be used later on a nationwide scale, a controlled experiment was launched last summer at the University of Louisville, the country's oldest municipal university, which this year celebrated its 150th anniversary.

In explaining NBC's reasons for launching the project, Fisher said: "There has never been a time when our citizens were as eager as they are now to increase their education with respect to the world at large, in order that they may act as more intelligent citizens of a democracy. However, approximately half of our 85,000,000 adults have not completed high school, and about 25 per cent have not completed the eighth grade. Despite progress in adult education in recent years, the great majority of these tens of millions of responsible adult citizens at present have no means for continuing their education through formally organized classes. It is to bridge this gap that NBC is undertaking the college-by-radio experiment."

Home-study courses for the national college-by-radio will embrace many of NBC's outstanding programs in the fields of education and public affairs, such as "World's Great Novels," "University of Chicago Round Table," "Living—1948" documentary series, "Public Affairs," "Pro and Con," "America United," "Doctors Today," the "NBC Symphony Orchestra," and "Orchestras of the Nation." Other series in science, history, government, and home-making may be added later.

Listeners will be able to register for a course in current events, music, literature, or a Eke field, at a nominal fee, through a participating university, Fisher explained. "The registrant," he said, "will be expected to tune in regularly both to the appropriate network program and the supplementary guidance broadcasts. He will submit reports on his listening and on assigned reading. At stated intervals and at the end of the course, he will take an examination prepared by the college with which he is registered. Two kinds of certificates will be awarded for work successfully completed—one for students not interested in or not quali-

led to seek college-degree credits, and the other, involving more concentrated study, for students desiring college credits."

37.5 PER CENT INCREASE IN NUMBER OF THREE-YEAR HIGH SCHOOLS.

—Public four-year high schools are gradually being replaced by three-year senior high schools, according to a recent nationwide survey by the U. S. Office of Education, Federal Security Agency. The number of regular four-year high schools decreased by 1,093 from 1938 to 1946. The three-year senior high schools, which are a part of school systems with junior high-school facilities, increased by 37.5 per cent, according to the survey. Dr. Galen Jones, Director of the Division of Secondary Education, Office of Education, Federal Security Agency, pointed out that the over-all decline in number of high schools indicated by the survey is largely due to consolidations and elimination of high schools with fewer than 25 pupils. Commenting on the trend toward replacement of four-year high schools, he said: "A four-year high school can be just as good a school as a three-year or six-year high school. Nevertheless, the trend toward reorganization is an encouraging sign of the alertness of educators to difficult problems facing secondary schools and of their willingness to try new methods of solving them." A more detailed report of the high school survey will be carried in a forthcoming issue of *School Life*, official monthly journal of the Office of Education.

REORGANIZATION OF RURAL SCHOOL DISTRICTS ASKED.—Thousands of "undersized and anemic" school districts in rural sections of the United States are failing to deliver a full measure of modern educational goods for the tax dollars spent on them. This is the conclusion in a report of the National Commission on School District Reorganization following a two-year study of schools throughout the nation. Sponsored by the Rural Education Project of the University of Chicago and the Department of Rural Education of the National Education Association, the study was made with a view toward presenting a definite plan of action for improving school districts.

According to the Commission, there are now 103,000 local units of school administration in the 48 states. The number of these districts in the different states ranges from 15 in Delaware to more than 10,000 in Illinois. In the report the Commission: (1) shows the tragic waste due to poor school district organization; (2) describes satisfactory district organization; and (3) outlines essential steps toward improved school districts. It is a report that represents the thinking of experts in this area of education.

Because school administration is primarily a local concern, there exists today great variety in the type, size, and number of districts in each state. Thousands of these districts are operating schools for fewer than ten pupils—many for five pupils, three pupils, even for one. Such schools are expensive. The cost per student is always high. Even if the taxpayers willingly bear the expense, the Commission points out that the tax burden is unfairly distributed, teachers' time and talents only partially used, and the level of education in the state as a whole lowered.

Many school districts, the Commission found, operate no school. In some of

these, there are no pupils and the district is a "screen for taxdodging." In others, the pupils are sent to school outside the district. Many districts have no high schools and, to get a high-school education, boys and girls must go outside of the district to schools over which their parents have no control. In some cases the parents must pay the tuition. Thus, local control—often the excuse for maintaining small districts—vanishes. If there were no teacher shortage and good teachers could be employed for all of these small schools, the Commission believes they still would lack much of giving a well-rounded education. Boys and girls, the report asserts, need the experience of working and playing with others of their own age. They need experiences in music, art, and other fields which the small school cannot provide.

In many other districts, schools are so small that they offer only skeleton programs. They cost much more per pupil than larger schools, but they have too few teachers to make possible a well-balanced program. The boy who wants to farm, the girl headed toward office work, and the boy preparing for medicine, all have the same program. "Few of these little schools," states the report, "do a good job even of teaching the three R's. The tragic wastefulness is best told in the number who drop out of school. In most states, farm boys and girls get from two to four years less schooling than their city cousins. This is not because they have less ability but because they have poorer opportunities. Neither the states nor the nation can afford this waste of human resources."

In most states the first step in school district reorganization is the enactment of legislation to provide for the appointment of a state commission on school district reorganization. There are advantages in giving this responsibility to a separate commission rather than to an existing board or department, the report states. Such a commission can center its attention on the problem, discharge its responsibility within a limited period, and then go out of existence, leaving the operation of schools to the regular state agencies and the revived school districts.

To guide reorganization, the Commission has set up standards. Only those administrative units are satisfactory, according to the Commission's recommendations, large enough to provide schools in which: (1) the enrollment in the kindergarten and grades one to six is not fewer than 175 pupils with at least seven full-time teachers, a more desirable minimum being 300 or more pupils with 12 or more teachers; (2) the enrollment in junior and senior high-school grades is not fewer than 300 pupils, with a minimum of 12 full-time teachers; (3) elementary-school pupils are required to travel not more than 45 minutes and high-school pupils not more than one hour each way between home and school; and (4) each elementary school serves a neighborhood or small community center and each high school serves a larger community, with every community having a school.

The Commission says local school administrative units should provide: the services of educational and business administration; supervision of attendance, instruction, and transportation; school library service, and community library service if the community has no public library; adult education leadership; physi-

cal and health examinations of children; specialists for the identification of atypical children; the services of school psychologists and nurse-teachers; and a research staff. In localities where the schools must be small, the entire area should have the services of special teachers in instrumental and vocal music, art, and specialized types of vocational education.

One section of the report describes reorganization programs already put into effect in Arkansas, Illinois, Iowa, Kansas, New York, Washington, and West Virginia. "In the final analysis," states the report, "the problem which confronts parents, teachers, school administrators, and legislators is that of developing an administrative organization that can provide the well-rounded educational programs needed in rural areas. School district organization should not be regarded as a sacred heritage. Rather, it must be looked upon as an instrument created by society to serve its needs. When a school district becomes obsolete, it must be reorganized to permit it to perform its functions satisfactorily." Co-chairmen of the National Commission on School District Reorganization are: Howard A. Dawson, director of Rural Service, National Education Association, and Floyd W. Reeves, professor of administration and director of Rural Education Project, University of Chicago.

FACING THE FACTS ON CHILD SAFETY.—The fact that accidents kill annually more than 14,000 children under 15 years of age—one violent death every 40 minutes—is the awful truth, the more regrettable because most child accidents can be prevented. Accidents now outrank every other cause of death for both the school-age and the preschool-age groups. The control of accidents at these ages has shown the least improvement over the years, although spectacular progress has been made in controlling the common childhood diseases. Yet enough knowledge is now available to achieve a great reduction in child accidents if we all work together in one intensified campaign. There is need and opportunity for everyone to work together toward this one great goal.

Individual skill and prowess are prerequisites in avoiding accidents. Practice in handling his body properly is a natural part of every child's life. Most of his waking hours are spent in play activities, which require running, jumping, climbing, dodging, throwing, catching, and other motions in which he is learning coordination basic to a well-integrated personality. In such activities, he overcomes fears, gains self-confidence, faces new situations with courage, and builds stamina needed throughout life. In learning correct ways of reacting, habits are established which serve best when emergencies occur.

Many influences are at play in establishing safe patterns of behavior. The sympathetic and understanding parent and the safe home give the child his start. Soon he is exposed to the influences of the school and, in turn, of the community. Many times environmental conditions are beyond the individual child's control, but he can learn early to share a responsibility in keeping the environment safe. Good housekeeping, for example, is an early part of a child's education in the prevention of avoidable accidents in and around the home.

A serious accident often occasions a considerable expenditure of time, money,

effort, and emotion. If as great an outlay could be concentrated on the *prevention* of accidents, the Facts on Child Safety would make a different story. Just as education itself is a continuous process, so there must be an abiding concern for the safety of ourselves and our fellow men. And to approach the problem of child accidents intelligently, it must be appreciated as one of the greatest problems of our time, requiring all-out effort on the part of all of us for its eventual solution and benefit to mankind.

The prevention of accidents to children is the objective of an intensive campaign being launched this fall by the Metropolitan Life Insurance Company, 1 Madison Ave., New York 10, N.Y. This program will be conducted in co-operation with the U. S. Children's Bureau, the American Academy of Pediatrics, and the National Safety Council. To encourage individual interest and action, a 12-page illustrated booklet, *Help Your Child to Safety*, is published for use in connection with organized child safety programs. Among other publications available upon request is a triple issue of the company's HEALTH BULLETIN FOR TEACHERS with sections for the parents, the teachers, and the students, for distribution through the schools.

The Book Column

PROFESSIONAL BOOKS

BARKER, ROLAND: *Thought Pictures in Reading and Writing*. New York: Bureau of Publications, Teachers College, Columbia University. 1948. 114 pp. \$2.00. This book deals with certain aspects of language study. It treats language by a logical plan applied to actual reading context. It avoids as much as possible a technical nomenclature in the belief that a knowledge of function is far more important than one of terminology. It concludes with sections devoted to the provision of additional experience with words in use.

BEARD, W. P. *Teaching Conservation*. Washington, D. C.: The American Forestry Assn., 919 17th St., N. W. 1948. 144 pp. \$1.50. This book is intended primarily to provide teachers with the basic understandings for effective teaching of conservation. To do so the author has attempted to set forth (1) a proper concept of conservation by use of certain facts about natural resources and (2) the educational principles to be followed in using natural resource information to give students an understanding of conservation.

The book does not purport to be a source of information about the conservation of natural resources, even though conservation facts are used for illustrative purposes. For the convenience of teachers, many such sources are listed in the appendix. Nor is the book intended to provide teachers with ready-made lesson plans or units. Some items of this kind are listed in the appendix and a part of a West Virginia unit is included as an example of proper treatment of conservation. The activities at the ends of the chapters are for teachers or prospective teachers in extending their preparation beyond the discussions in this book and are not for elementary or secondary students.

This book should be found most useful as a textbook and reference: (1) in conservation workshops for teachers; (2) in college courses in conservation and education; (3) for faculty and teacher association study groups; (4) for the individual teacher; and (5) for professional workers and leaders in conservation education.

The Crisis of Mankind. Minneapolis: University of Minnesota Press. 1947. 123 pp. \$3.00. Contains the addresses given at a conference held at the inauguration of the new president, James Lewis Morrill, of this University. These articles point out the urgent educational task of colleges and universities in today's world.

DAVIS, R. A. *Educational Psychology*. New York 18: McGraw-Hill Book Co. 1948. 359 pp. \$3.00. This book provides a relatively brief text for introductory courses in educational psychology. The purpose throughout is to deal with important problems of the classroom and the school—problems which teachers meet in their day-to-day work. Two closely related topics have governed the development of the book: understanding the learner and directing the learning process. Part I gives an overview of various aspects of the learner's development, including his physical growth, scholastic ability, interests, attitudes, and his social and emo-

tional maturity. Part II is designed to assist the teacher in gaining skill in directing the learning process in such a way that it will result in the greatest improvement for the learner. Here the author helps the teacher in planning learning materials, in formulating instructional objectives for his courses, and in devising, administering, and using tests for measuring progress.

DICKEY, F. G. *Developing Supervision in Kentucky*. Lexington: University of Kentucky, Bureau of School Service. 1948 (March). 96 pp. 50 cents. In this study only general supervisory services rendered by supervisors and helping teachers are considered. Responsibilities of principals for instructional improvement are excluded from this study, not because of the lack of importance of this type of supervision, but as a limitation necessitated by the proposed scope of the study. The author has surveyed briefly the general history of supervision in this country and has formulated a list of characteristics of a "good supervisory program." A brief historical account of the development of supervision in Kentucky is followed by a detailed analysis of the responses of Kentucky supervisors and helping teachers to two questionnaires. An appraisal of the current supervisory program in Kentucky is then attempted in the light of previously formulated characteristics of a "good supervisory program." Finally, proposals for long-range improvement of instruction through a program of general supervision are presented.

Education for International Understanding in American Schools. Washington 6, D. C.: National Education Association. 1948. 255 pp. \$1.00. This volume prepared by the Committee on International Relations of the National Education Association, the Association for Supervision and Curriculum Development, and the National Council for Social Studies is a report of a study of the responsibilities and opportunities of American elementary and secondary schools in preparing youth to serve as citizens competent to deal with the complex problems of international relations and to contribute to the attainment of international co-operation and peace. The suggestions and recommendations herein contained represent the consensus of the Committee on the basis of information and opinion obtained from many sources during two years of investigation and discussion—from April, 1946, to April, 1948. Chapters included are "The Challenge," "The Goal," "The Marks of the World-Minded American," "Planning for the Development of International Understanding through the School Program," "Learning Experiences in International Understanding," and "Aids and Sources."

ERSKINE, JOHN. *My Life As A Teacher*. Philadelphia: J. B. Lippincott Co. 1948. 249 pp. \$3.00. The author describes his experiences and educational adventures at Amherst College, at Columbia University, and at the American University at Beaune, France, following World War I. An absorbing running history of a notable half-century in American education as recalled by a distinguished man of letters.

FROESCHELS, EMIL. *Twentieth Century Speech and Voice Correction*. New York: Philosophical Library. 1948. 321 pp. \$6.00. This book presents the latest developments in the field of speech education. It is a scientific as well as practical presentation of this important area of instruction.

Higher Education for American Democracy. New York 16: Harper and Brothers. 1948. Over 430 pp. \$3.75. This is the report of the President's Commission on Higher Education. It is composed of six volumes or reports, each separately numbered. Titles of the reports of volumes are "Establishing the Goals," "Equalizing and Expanding Individual Opportunity," "Organizing Higher Education," "Staffing Higher Education," "Financing Higher Education," and "Resource Data." The publication presents the results of an extended study of the place of the colleges in our national educational program as well as the recommendations growing out of this study.

HILDRETH, GERTRUDE. *Child Growth Through Education.* New York 10: The Ronald Press Co. 1948. 445 pp. \$4.50. This volume seeks to define and interpret the newer trends in educational practice, particularly as they have been developed through the principles of organized learning and unified teaching, and as they relate to the child and youth. The reader will here find described the application and the results of realistic learning experiences at school; he will see how children have helped plan their school life and have taken increased responsibility for their own learning. Here also are reflected the principles of unified learning as applied to relatedness in school activities, to unification and synthesis in the school program, to the selection of subject matter, to the teaching of skills, to life in the school, to school-community and school-parent relations, to training in intercultural understanding, to pupil guidance, and to the teacher's new role as a guide in learning.

KAHLER, ALFRED, and HAMBURGER, ERNEST. *Education for an Industrial Age.* Ithaca, New York: Cornell University Press. 1948. 352 pp. \$3.75. This book explores the relationship between the economic structure and the educational system of the United States. It reveals a growing divergence between the education currently provided for our young people and the requirements of the economy and the worker. Detailed proposals are here set forth for a program of adequate vocational preparation which can be integrated with general education without jeopardizing the goals of an intelligently conceived liberal arts program. The discussion of general education and of vocational education and training in Germany, England, Wales, Switzerland, and the USSR affords an opportunity for illuminating contrast and is a contribution to the science of comparative education.

LEVI, A. W. *General Education in the Social Studies.* Washington 6, D. C.: American Council on Education. 1948. 354 pp. \$3.50. This detailed report of how various colleges tackled the problem of designing a two-year basic course in the social studies will be of practical help to others. Valuable inventories were developed, tested, revised, and are here analyzed for their philosophy and discussed as to their results. Inventories discussed are "An Inventory of Social Understanding" and "An Inventory of Beliefs about Postwar Reconstruction." Some of the subjects discussed are: the aims and implements of social studies instruction, the structure of social attitudes, the impingement of the war upon the study and the effect upon students' attitudes toward internationalism, economic understanding, imperialism, race relations, labor, government *vs.* private enterprise, and many other subjects.

LOVEJOY, C. E. *Complete Guide to American Colleges and Universities*. New York: Simon and Schuster. 1948. 168 pp. \$1.49. This book contains a wealth of information about our colleges and universities. Part I contains nine chapters of value to the counselor and to the student considering going to college. They discuss cost, scholarships, spare time, selecting the college, and other areas of value to student and parent as well. Part II discusses rating colleges and then presents an informative guide to 1031 colleges alphabetically listed by state. For the most part, junior colleges are omitted.

McKEOUGH, M. J. *The Administration of the Catholic Secondary School*. Washington, D. C.: The Catholic University of America Press. 1947. 180 pp. \$3.00. This book is the proceedings of the workshops on the administration of the Catholic secondary school conducted at the Catholic University of America from June 13 to June 24, 1947. Ten topics are included: namely, The Catholic Secondary School and the Community, Research in Catholic High Schools, Developing Personality and Leadership Through the Activity Program, The Forgotten Student, Student Costs in the Catholic High School, Staff Participation in Administration, The Catholic High School Library, Supervision and In-service Training, Methods of Admission and Placement, and Making the High School Truly Catholic.

MYERS, A. F., and WILLIAMS, C. O. *Education in a Democracy*. New York 11: Prentice-Hall. 1948. 383 pp. \$3.75. This third edition is written as much for the consumer as for the producer; for the student interested in social forces as much as for the prospective teacher. It may be used as a textbook for those who are studying education as a social science, or it may serve as a syllabus for a professional course, perhaps the first of a series of courses, in the curriculum for persons preparing for teaching. It will provide a useful vocational try-out experience for students who are uncertain as to whether or not they wish to engage in educational work.

In preparing this volume, the authors had in mind the course commonly called "Introduction to Education," an orientation course that aims to give the student a broad overview of the educational system and of the necessary steps in preparing for a career as a teacher. The material is organized into units instead of chapters. The units are more or less interrelated, but they are sufficiently differentiated to be considered comprehensive subdivisions. This organization will lend itself to a contract- or unit-type procedure, with emphasis upon the broader implications rather than upon lesson assignments and recitations. Abundant opportunities are provided to encourage a student to work independently along some line of special interest. A complete outline of each unit is presented to enable the instructor to furnish the students with an overview of the topic under consideration.

NICOLL, J. S., and LONG, M. B. *Developmental Physical Education*. Yonkers-on-Hudson, New York: World Book Co. 1947. 240 pp. In the four-year course presented here, the authors have attempted to provide not only for developing physical fitness and the resulting improved health, but also for teaching athletic skills and for developing group socialization, sportsmanship, and emotional outlets. As an

accompanying aspect of such a program, the authors believe that there is created in the student an intelligent interest in his bodily welfare, with the result that he sets for himself goals of hygienic living and mental poise. Thus the physical-education program in the secondary school should be made to take care of each individual student and to develop the whole student.

This book has been prepared to provide a working program, uniformly presented, for each of the four years of high school. Activities given are developmental in character and are designed to suit the interests of each of the respective age groups for which they are suggested. A special effort has been made to help the physical-education teachers to present a well-rounded recreational program —by indicating the techniques necessary for presenting the material to large groups, by preparing reliable outlines for the physical-education class, and by arranging a series of activities which increase in difficulty as the student progresses.

PETERS, C. C. *Teaching High School History and Social Studies for Citizenship Training*. Coral Gables, Florida: University of Miami Book Store. 1948. 192 pp. \$1.00. The project herein described attempts to make a constructive approach to the problem by developing and trying out a procedure in teaching history and other social studies calculated to make them contribute maximally to training for citizenship in a democratic state. This book sets forth the methods in such concreteness and fullness that any teacher who wishes to work into them will have substantially all of the instruction the fifteen experimental teachers in the project had. Also shown is some of the evidence of the success of this procedure in training high-school students for functioning citizenship.

This book is written for teachers who wish to learn of the methods and who wish, perhaps, to try them in their own classes. The style and organization of the write-up are determined solely by what the author (the director of the study) believes will be most helpful to teachers, without concern for nice conformity with the conventions of technical writing. The project is an experiment of the "field" rather than the "laboratory" type.

Public Education in Harlan County. Lexington: University of Kentucky, Bureau of School Service. 1947 (December). 210 pp. 50 cents. This is a report of a survey of public education in Kentucky made by the staff of the Bureau of School Service of the University of Kentucky at the request of the Board of Education of Harlan County. The staff conducted the study on a co-operative basis. Through small group meetings, the staff worked with all teachers and principals in the county. Numerous conferences were held with administrative personnel of the central office as well with representatives of other agencies interested in education. In addition, practically all schools were visited by one or more staff members. The supervisory staff of the county worked continuously with the survey staff in teachers' meetings, conferences, and visitation. The emphasis dominating all activities of the staff was that of service to school personnel in developing their own program for improving the services of the schools.

In addition to working continuously with various education groups in the county, the staff also prepared a questionnaire for distribution to all teachers and one for distribution to all principals. Each high school in the county also

used the *Evaluative Criteria* developed by the Co-operative Study of Secondary School Standards, as a means of study of local needs and problems. On the basis of these various approaches, the survey staff has prepared this report on the schools of Harlan County. The recommendations contained in the report are submitted as the combined judgment of the staff as to what steps can be taken to improve the educational program of Harlan County.

QUATTLEBAUM, C. A. *Federal Aid to Elementary and Secondary Education*. Chicago 37: Public Administration Service. 1948. 204 pp. \$2.00. This study was prepared especially for the use of Subcommittee No. 1 of the House Committee on Education and Labor (the Subcommittee on Measures Relating to Education Generally) by the Legislative Reference Service. The volume is an analytical study of the issue, its background, and relevant legislative proposals with a compilation of arguments *pro* and *con*, statistical data, and digests of pertinent reports and surveys.

A *Report of Educators on Teaching Films Survey*. New York: Harcourt, Brace and Co., et al. 1948. 127 pp. One copy gratis as long as supply lasts. "Lack of enough suitable films is today one of the biggest single obstacles in the path of school use of motion pictures." This is one central conclusion in a "report to educators" on the three-year Teaching Films Survey. The report presents major findings of an investigation made by Carroll Y. Belknap for a group of seven publishers: Harcourt, Brace and Company; Harper and Brothers; Henry Holt and Company; Houghton Mifflin Company; The Macmillan Company; Scholastic Magazines; and Scott, Foresman and Company. It also reviews the experience of the publisher group in producing three experimental teaching films with the co-operation of the Motion Picture Producers Association. Having received statements from educators such as "No textbook is really complete unless it has a good set of films to go along with it," the publisher group conducted the Teaching Films Survey to throw light on the question, "Should the textbook publisher attempt to contribute to the making of films?" Representatives of the publishers and survey staff personally canvassed over 3,000 teachers, audio-visual directors, and school administrators to secure data.

U. S. Office of Education. *Life Adjustment Education for Every Youth*. Washington 25, D. C.: Federal Security Agency, Office of Education. 1948. 130 pp. This report consists of three major parts: Part I explains the purposes and proposed activities of the recently appointed Commission on Life Adjustment Education for Youth; Part II describes the origin, composition, and recommendations of the National Conference on "Life Adjustment Education" (Prosser Resolution) held in Chicago, May 8-10, 1947, preceding the appointment of the Commission; and Part III presents "Common Understandings for a Program of Action." The purpose of Parts I and II is to provide information on the steps thus far taken as a result of the Prosser Resolution (quoted in full early in Part II); Part III represents an effort to show illustratively what the Resolution means in terms of problems and changes to be faced by American secondary education.

WILLIAMS, J. F. *The Principles of Physical Education*. Philadelphia: W. B. Saunders Co. 1948. 389 pp. \$3.50. This book has been extensively revised in this fifth

edition. Material no longer pertinent has been deleted; other of recent date has been included. Statistics and references have been brought up to date and discussion sections have been expanded. Recent trends in physical education instruction are given emphasis. Questions and summaries have been added. As a result, the teacher of physical education will find in this book much aid in enriched teaching experience.

WOELLNER, R. C., and WOOD, M. A. *Requirements for Certification of Teachers and Administrators*. Thirteenth Edition, 1948-49. Chicago: The University of Chicago Press. This is the thirteenth annual edition of *Requirements for Certification of Teachers and Administrators* and, as usual, deals with the regular initial certification requirements for elementary and secondary schools and junior colleges. Teachers entering the profession are concerned with obtaining a regular initial certificate either immediately or as quickly as they can qualify. The primary purpose of this publication is to present readily interpreted summaries to prospective teachers who are interested in obtaining initial certificates. It is assumed that those who have already obtained a certificate and have the qualifications for higher grade certificates will have access to the necessary information to obtain such certificates. Each year some of the state certification requirements for teaching undergo a change. The authors have endeavored to present them accurately as of the date of publication, with the expectation of continuing the annual revisions.

BOOKS FOR PUPIL AND TEACHER USE

ALDEN, J. R. *General Gage in America*. Baton Rouge: Louisiana State University Press. 1948. 325 pp. \$4.00. This is the first thorough study of the career of General Thomas Gage who, as commander in chief of the British Army in North America and Governor of Massachusetts, was a key figure in the events that led up to the American Revolution. Circumstance and American historians have combined to cast Gage in the role of tyrant and martinet. In this study, which is based in considerable part on the general's own papers, Thomas Gage emerges as a man of honor, a brave soldier, a competent commander, and a devoted servant of his country. Mr. Alden shows how difficult was Gage's position during the tense era just prior to the Revolution. The author reveals that Gage was relieved of his American command in 1775, not because of incompetence, but rather because of Anglo-Scottish quarreling and because of his insistence both before and after the shooting began that America could not be conquered without a British effort involving thousands of men and several years.

Although his work is concerned principally with Gage's part in the Revolution, Mr. Alden has skillfully presented the story of his early career in America. Young Gage, as a lieutenant colonel, had a part in the disastrous Braddock campaign and in later campaigns of the French and Indian War. He married a beautiful American woman, became Governor of Montreal, and in 1763 succeeded Sir Jeffrey Amherst as commander in chief of the British Army in North America. He had a leading role in the Stamp Act and Townshend Act controversies, and his was the responsibility for executing the orders which led finally to the hostilities at Lexington and Concord.

ARNALL, E. G. *What The People Want*. Philadelphia 5: J. B. Lippincott Co. 1948. 286 pp. \$3.50. This is a report on the state of the nation, told with wit, satire, and constructive intelligence, recording the author's observations during a 47-state lecture tour in which he listened almost as much as he talked. From his talks with citizens in city auditoriums and at county cross-roads during 75,000 miles of travel, from his own perception and knowledge of America's problems and potentialities, has come this thought-provoking survey and commentary with its thesis that all Americans, from whatever section, want essentially the same freedoms and expect their government to make possible opportunities for the attainment of them. Fully as readable as *The Shore Dimly Seen*, with the same light touches and solid vein of straight thinking, this book has larger scope and is national in its coverage.

ASCH, JOHN. *The Story of Plants*. New York 19: G. P. Putnam's Sons. 1948. 415 pp. \$5.00. Here is a story for those interested in the life of plants. The author, son of the world-renowned Sholem Asch, has written a work that the laymen can easily understand and follow. It is a complete account, simply written. The author's analysis of the atom and its make-up holds great interest for any atomic-age reader. The chapter entitled "Robbers and Scavengers" includes a graphic description of the various fungi which affect plants (and human beings). In short, there is something in this book for everyone.

BARNOUW, A. J. *Coming After*. New Brunswick, New Jersey: Rutgers University Press. 1948. 368 pp. \$5.00. In selecting and translating these poems, the author has ranged through eight centuries of poetry of the Low Countries. He has "... come after, glenynge here and there," as Chaucer writes in the *Prologue to the Legend of Good Women*. Dr. Barnouw's gleaning has resulted in a collection of 110 poems from the medieval period through the present. He charts the reader through eight centuries by means of an introductory outline of the history of Dutch poetry in relation to Dutch political history, and by notes preceding the work of each of the fifty-six poets represented in the book. From such background of contemporary history and current of thought, the adventure of understanding a foreign people through poetry in excellent translation gains richness and importance.

BISHOP, C. H. *Blue Spring Farm*. New York 17: The Viking Press. 1948. 183 pp. \$2.00. Up in the Pennsylvania hills in Blue Springs Farm—named after the clear blue water that fills the natural swimming pool. In the summer the farm becomes a camp for boys and girls, who swim and play and take piano lessons from Mr. T.

One year, fourteen-year-old Denis and his younger sister, Anne-Marie, learn that they are going to the farm. At first they are upset. They have come over from France only recently and they fear that the American children won't like them. And as for the music—what a gyp to spend their entire vacation practicing! But the summer proves to be the best they have ever known.

BOLTON, IVY. *Wayfaring Lad*. New York 18: Julian Messner. 1948. 192 pp. \$2.50. This is an adventure story of pioneering in the Tennessee country when the fierce Chickamaugas were on the warpath, menacing redskin and paleface alike. Every man, woman, and child in a settlement was alert to danger. When young

Richard Nolan was accused of leaving a fire unattended, of being a wastrel who would not work, he was cast out of the settlement of Watauga and sent back to Virginia where he had lived before his father died, for it was not only unfriendly Indians that the settlers feared. Drought and famine, flood and forest fires were also a constant menace.

Sixteen-year-old Richard had to journey alone along the Wilderness Road, through forests inhabited only by wild animals and roving bands of marauding Indians. What happened to him on that perilous journey—how he saved the life of an Indian Chief, was befriended by a family of French settlers, and saved Watauga from an attack by the Chickamaugas—is a fascinating red-blooded tale of the frontier.

BRAYNARD, F. O. *Lives of the Liners*. New York 11: Cornell Maritime Press. 1947. 220 pp. \$3.75. Written and illustrated by the author, this book is a personalized and animated story of the world's great ocean vessels. Treated biographically, virtually all of the large passenger steamers of the last two decades as well as many of the smaller ones are covered. The book is divided into four parts, as follows: superliners, express liners, mail liners of the world, and the smaller ships.

BRONSON, W. S. *Starlings*. New York 17: Harcourt, Brace and Co. 1948. 84 pp. \$2.00. Here in amusing, informative pictures and simple text is a wealth of birdlore. The marvel of streamlined design and construction which is a bird's body—a design which man has copied to a great extent in building airplanes—is carefully explained. We follow the starling from nesting time, when the female busily sets the nest to rights, until the young ones are completely independent.

Imported to this country from Europe in 1890 and released in Central Park, New York City, to fight our growing number of insect pests, the starlings quickly adapted themselves to the new climate. "Today there are starlings up in Canada, as far south as Dixie, and all across the country from the Atlantic seashore to the Rocky Mountains." Though some people consider them nuisances only, the author—without slighting their faults—points out their many good qualities which are often overlooked. As in the author's books *Turtles* and *Coyotes*, the text is printed in large, clear type, and there are pictures on every page.

BROWN, E. K. *Matthew Arnold*. Chicago: The University of Chicago Press. 1948. 238 pp. \$3.00. To the minds of most readers today, the figure of Matthew Arnold is that of a dignified, serene Victorian gentleman. We see him as perfectly poised, always quite sure of himself, meeting every problem with complacent urbanity. In this book, Matthew Arnold is presented in quite a different light. He is shown to have been anxious, confused, uncertain of himself, often impulsive and violent—and wholly human. He loved the grand manner and the great books; he sought the truths which he considered eternal and the forms in which such truths could be properly expressed. But he also longed to work directly and powerfully on the opinion of his time, to strike a quick sharp blow for the urgent causes of the moment. He believed that the writer's first need was to be sure that his light was light indeed and not a new kind of darkness; but impulse often drove him to speak dictatorially and angrily of topical issues about which he knew almost nothing. In this record of conflict within the spirit of Matthew Arnold, the author follows

the fluctuations in Arnold's development. He shows the inconsistencies into which Arnold fell and also how natural it was for him to fall into them. The movement of Arnold's mind is held up for the reader to see, and the figure that seemed so distant and serene is brought close to us in all its essential humanity.

BULLETT, GERALD. *George Eliot*. New Haven, Connecticut: Yale University Press. 1948. 273 pp. \$3.75. The author has drawn an intimate and scrupulously honest full-length portrait of this great Victorian figure whose genius so much impressed and whose private life so much startled her contemporaries. We are shown first the lower middle class Warwickshire background from which George Eliot sprang, and then the early years in London with the wide range of acquaintances she made as literary journalist, foremost among them John Chapman, Herbert Spencer, and George Henry Lewes. With Lewes, an already married man, she threw in her lot; and the story of their relationship, which was the center and main-spring of her personal life, has perhaps never been so fully and sympathetically told as in this book.

BULLETT, GERALD, editor. *Silver Poets of the Sixteenth Century*. New York: E. P. Dutton and Co. 1947. 464 pp. This volume No. 985 of Everyman's Library contains most of the poetry of Wyatt, Surrey, Sidney, Raleigh, and Davies. An introduction which the editor writes gives much background information about these poets and their works.

BURNS, E. E.; VERWIEBE, F. L.; and HAZEL, H. C. *Physics, A Basic Science*. New York 3: D. Van Nostrand Co. 1948. 682 pp. \$2.88. Second edition. The traditional content of high-school physics has been grouped into twenty-five units, which, in turn, have been divided into chapters of short length. Each chapter is designed to form a complete and efficient lesson assignment. The teacher may select according to the needs of his class; to aid this selection, certain paragraphs and chapters are starred; these may be omitted. The problems are arranged in A and B groups but these requirements are not rigid. They are intended rather as a guide and a help to the teacher.

In this second edition, paragraphs have been revised and new paragraphs introduced where the authors felt that such changes should be made in the interest of clarity or accuracy. There are more problems than in the first edition. Major changes have been made in the treatment of "The Barometer and the Weather," the addition of a section on radar, an explanation of the jet engine in the chapter on aerodynamics, and a new chapter on atomic energy, a topic which is basic in the new physics.

CLARK, S. A. *Today in Cathedral France*. New York 16: Robert M. McBride and Co. 1948. 317 pp. \$4.50. To know the cathedrals of France means knowing something infinitely more French than Paris' celebrated Rue de la Paix. The spirit of France dwells forever in the inspiring edifices to which several generations gave unstintingly in labor, money, and devotion. Well aware of these facts and drawing on personal observations in prewar and postwar France, the author has approached his subject in an entirely fresh and stimulating manner. The personal, human side of the cathedral and the cathedral builders and the character of the towns

which sprang up about them are stressed, and the book is enlivened by engaging anecdote and enriched with legendary lore and fascinating bits of history.

COOK, L. B.; LOBAN, WALTER, *et al.* *America Through Literature*. New York 17: Harcourt, Brace and Co. 1948. 768 pp. \$3.00. The first part of this book is called "The American Achievement." It tells of the physical and material success of Americans in dealing with the land, in conquering the continent, in peopling it with farms and cities. The second part of the book, called "The American Quest," tells of the growth of our political, social, and spiritual ideals. It is a statement of American values. The third part of the book, called "The Molding of Americans," presents the people themselves in their rich variety.

All three parts of the book are arranged in units which present significant phases of American life. Each of these units is a group of closely related selections. The flow of thought proceeds evenly from one selection to the next. The practical advantage of this continuity is that each day's work is related to that of the day before; the collective impact of a group of selections thus closely related in content is greatly heightened; each unit has an integrity and a meaning that is inescapable.

Recurring sections in the study help call attention to American types and the American panorama. The student is invited to supplement the word pictures of the land and the people with photographs and artistic materials. Both visual and aural aids are interwoven in the pattern of the book. A varied assortment of study helps replaces the customary set of five or more comprehension questions on every selection. Many of the study helps are put in terms of writing brief compositions, doing research projects, holding informal discussion or panel discussion. There is a program of vocabulary development running through the book.

COX, REAVIS. *The Economics of Instalment Buying*. New York: The Ronald Press Co. 1948. 526 pp. \$6.00. The outcome of a study financed by the Retail Credit Institute of America, this book contains a wealth of information about instalment selling, its history, present status, business practices, and economic effects. Its presentation is objective and unbiased. Schools that include the topic of consumer credit in their curriculum will find it a help toward basing their teaching solidly upon factual evidence.

DAVIES, D. R. *Reinhold Niebuhr*. New York 11: The Macmillan Co. 1945. 118 pp. \$2.00. The book starts with a brief outline of Niebuhr's life, his birth in Germany—a "son of the manse"—his pastorate in Detroit from 1915 to 1928, his appointment to Union Theological Seminary as professor of applied Christian ethics. Davies then studies Niebuhr's philosophy as revealed in his writing and preaching. Niebuhr, he states, combines with the exact fact-finding mind of the social scientist the passionate spirit and religious insight of the prophet; his theology comes straight from the furnace of social conflict and tragedy. Combining conservative theology with left-wing politics, Niebuhr has a tremendous audience both in England and America; his influence is impressive among progressives in both countries.

DEAN, G. M. *Dusty of the Double Seven*. New York 17: The Viking Press. 1948. 189 pp. \$2.00. There was no station. The train stop was marked only by a water tank

that stood solidly above a rectangle of corrals. It was a desolate spot, but from the moment Bob (Dusty) Rhodes, late of the famous Fighting First Marine Division, jumped from the train, the wildest happenings broke loose.

Bob was headed for the Double Seven ranch, whose spread lay north of Sulphur, Nevada. He had been hired there through the influence of his buddy from a Saipan hospital, Hugh Scott. By the time Hugh joined him, Bob was the target of a gang of land thieves who stopped at nothing. Excitement ran high as Bob and Hugh began their campaign against the desperadoes, using modern methods learned during their war experience, combined with old-timer wisdom contributed by a number of colorful characters working on or about the Double Seven outfit. This thrilling yarn includes authentic descriptions of a calf roundup, haying, branding, fire-suppression, and life in general on a big and busy ranch. The illustrations are by John Mariani.

DENIS, PAUL. *Your Career in Show Business*. New York 10: E. P. Dutton and Co. 1948. 240 pp. \$3.00. This book gives a complete picture of show business as a whole—and as a business: a combination of performers and businessmen, writers and stage interpreters, technical workers, and financiers. In a field that is richer and tougher than ever today, the first motive is to hold a job. And so Paul Denis concentrates on the little details that add up to knowledge of the inside angles in a business where they count most.

DIVINE, A. D. *Dunkirk*. New York 10: E. P. Dutton and Co. 1948. 311 pp. \$4.50. Here is a stirring story of the nine historic days at Dunkirk. It is a complete, authoritative, and gripping record of the greatest military and naval operation of its kind in the history of the world. It relates the events in chronological order, telling of the plans, the hazards, and the sacrifices encountered. In addition to the graphic description of each of the nine days, the appendices contain letters, a list of most of the ships engaged in the task, the honors and awards made, statistical facts about air support, notes, and a nine-page index. This is the story of the British evacuation from Dunkirk, a saga of heroism and self-denial that will eventually receive its full share of honor.

EBERLE, IRMENGARDE. *The Steam Shovel Family*. Philadelphia 6: David McKay Co. 1948. 187 pp. \$2.00. This is a story for junior high-school pupils. It is full of gaiety, lovable characters, adventure, and laughter. The family takes a trip from New York City to the West Coast. It is a story of their experiences on this trip.

EELLS, M. W. *A Touch of Parsley*. New York 16: Dodd, Mead and Co. 1948. 255 pp. \$2.50. Intrigued by enthusiastic tales from a friend who is employed by a large meat packing firm, Lucy Chapin, alert young home economist, writes for further information. She studies with mounting interest the fascinating folders which arrive. Hearing later of possible openings on the staff, she applies, is accepted, and sent to company headquarters in Chicago for basic training. The ramifications of the job amaze her! Kitchen testing, food photography, radio script writing and broadcasting, lecture demonstrations—all these techniques are to be mastered before she is sent as an assistant to a branch plant on the Pacific Coast.

EMEREY, JULIA. *Background of World Affairs*. Yonkers-on-Hudson, New York: World Book Co. 1948. 391 pp. \$2.16. This book is new, objective, and readable. It illu-

minates the pattern of events that led to recent major upheavals, tracing the development of modern nationalism, imperialism, international law, etc. It analyzes the high points and trends in history that are significant in understanding world problems today. World trade and natural resources, systems and ideals of government, the appraisal of world news—these are a few of the pertinent topics treated. The long struggle of the common man toward individual freedom and democratic government is emphasized and the clashes in ideology between dictatorships and democracies are discussed.

Particular attention has been given to events that have had bearing on international relations. A careful study is made of Woodrow Wilson's Fourteen Points, the Treaty of Versailles, and the organization and work of the League of Nations and World Court.

Invaluable material is presented on Allied co-operation in war (including the Atlantic Charter), on the United Nations—its organization, its charter, its work, and its record during the first two years of operation; and on the completion of World War II and the postwar situation in all nations. The book is completed with a challenge to all nations to achieve world peace or enter upon an era of terrible destruction in atomic warfare. The Marshall Plan is given.

FALCONER, V. M. *Filmstrips*. New York 18: McGraw-Hill Book Co. 1948. 586 pp. \$5.00. Written by a former teacher, with extensive teaching experience in schools and colleges, this new book offers a detailed analysis of filmstrips, including everything that users in education and industry need to know about them—what they are, what they are used for, and how to project and use them. It is especially suitable as a textbook and reference book for teachers in all fields. The subject areas covered include agriculture and forestry, business, fine arts, foremanship, literature, science, safety, the social sciences, vocational guidance, and vocational training. The mechanics of satisfactory exhibition are described, and the practical aspects of school filmstrip production are presented. Suggestions for filmstrip use are summarized. The general chapters provide background information for those who are inexperienced with the filmstrip medium, while the alphabetical listing under appropriate subject-matter sections is useful for those who have used filmstrips extensively.

This book brings to the classroom teacher and the student teacher a comprehensive guide and reference book on the effective presentation of still pictures in sequence—pictures which can adequately portray most concepts requiring visual illustration. It describes in detail the releases of seventy producers of filmstrips which can be effectively used in instruction. Organization of material was developed from careful study of teachers' reference techniques. Each filmstrip listing includes the name of the distributor, technical data, and information concerning manuals and teachers' guides or lecture notes where available. A complete Distributor Directory is included at the end of the book. The table of contents will enable most users to locate the information they need, since cross-referencing is provided at the end of each subject-matter listing, but there is also an alphabetical title index.

FEDDER, RUTH. *A Girl Grows Up*. New York 18: McGraw-Hill Book Co. 1948. 287 pp. \$2.20. This new book is a revision of the popular text for teen-age girls.

offering pertinent, helpful information about their problems and perplexities in the process of growing up. This second edition brings the material up to date and presents new material dealing with the problems of adolescents during the war and now in the postwar period. Based on the type of interests and problems which the author has found most pertinent to high-school girls today, it offers enlarged material on family and boy-and-girl relationships; a new chapter on developing interests and hobbies during spare time; and more material, in the last chapter, on a life philosophy. Other important features of this second edition are an entirely new bibliography, divided by subject, and new illustrations—approximately fifty line drawings—which further enhance, clarify, and emphasize visually the important points of the chapters.

FORD, EDWARD. *Jeff Roberts, Railroader*. Philadelphia: Macrae-Smith Co. 1948. 228 pp. \$2.50. Jeff Roberts had visited the railroad yard so often with his father that he could identify every one of the sounds. Jeff came from a family of railroaders. His ambition was to have a career on one of the great modern lines. He went to work in the lowliest of jobs—a callboy who tells the train crews when they are to report. His objective was to sit in the right-hand side of the cab at the throttle of that mechanical marvel, a giant locomotive.

It was a desire not easy to achieve. There were difficulties along the way, heart-breaking setbacks, the position of envious rivals, and the real dangers that every railroader must face at some time. How Jeff Roberts won his place is a thrilling story which reveals how a modern railroad operates.

FORTENBAUGH, ROBERT. *The Nine Capitals of the United States*. York, Pennsylvania: The Maple Press Co. 1948. 126 pp. Just a few hundred copies are available priced at \$4.50, postage prepaid. Presented in this book is the story of the nine capitals of the United States. Contained therein is much information which is little known. In fact, there are very few people who know that our seat of government had been located in nine different places. The book is attractively printed and the facts are authoritative. The book deals with the places at which the Continental Congress, and, for a shorter period, the Congress of the United States, held formal sessions until a permanent capital was fully established for the national government which had its first beginning in the "First Continental Congress." From Carpenter's Hall to Washington, D. C., is the setting.

GLOSTER, H. M. *Negro Voices in American Fiction*. Chapel Hill, North Carolina: The University of North Carolina Press. 1948. 309 pp. \$3.50. This book gives an account of the published novels and short stories by Negroes, from the beginnings to 1940, and of the social backgrounds from which these writings arose. It reveals the life and thought of the Negro race as it has passed through slavery, the Civil War, Reconstruction, Disfranchisement, World War I, the "Roaring Twenties," and the Depression decade. It shows the reaction of the Negro mind to Nordicism, the plantation tradition, realism, naturalism, primitivism, proletarianism, and other movements in American literature. It demonstrates, above all, that this body of fiction, though sometimes flavored by racial emphases or lacking in artistic distinction, is nevertheless an important branch of American literature describing a significant aspect of American life from a distinctive point of view.

GOODSPEED, E. J. *Paul*. Philadelphia: J. C. Winston Co. 1948. 256 pp. \$2.75. This is an interesting story of the life of Paul, one of the followers of Jesus. Youth as well as adults will enjoy reading this vivid account of this New Testament character so influential in the establishing of the Christian church.

GOUGH, H. B.; ROUSSEAU, LOUSENE; CRAMER, M. E.; and REEVES, J. W. *Effective Speech*. 1948. 668 pp. \$2.20. *Effective Speech* was first published in 1930, as a comprehensive textbook for beginning speech courses, providing not only a course in the basic principles of speech training, but also for specialized courses in interpretation, dramatics, public speaking, parliamentary practice, and debating. Like its predecessors, the present book has been designed primarily for the student and is addressed to him throughout. Exercises and projects are provided for each chapter, each one planned both for its appeal to the student and its usefulness in helping him develop facility in that particular respect. Teachers who used the first edition will find the later ones greatly changed. Chapters which were almost completely rewritten include Voice, which is now more practical, more thorough, and more related to the problems of reading and speaking; Dramatics, which is several times longer than the original chapter and emphasizes almost wholly the problems of characterization and acting rather than production and staging, although all problems of play production are presented; and Platform Speaking, which is now far more practical than before, and uses a wealth of current speeches for illustration. Radio Speaking is now considered in this later topic, and considerable space is given to group discussion.

Special attention should be called to the chapter on Choral Reading, an activity which has attained extraordinary popularity in all parts of the country. The discussion of principles provides a background for choral reading, and the selections included have been carefully chosen for their interest and effectiveness. Enough of them are annotated in complete detail to provide an understanding of the technique.

HAGER, A. R. *Janice, Airline Hostess*. New York 18: Julian Messner. 1948. 190 pp. \$2.50. When the story opens, Janice has just completed her army service as a flight evacuation nurse and wants to get back her old job of hostess with World Wide Airlines. But she is given a far more exciting assignment that takes her round the world to Hawaii, Wake, and Midway; to Japan, China, and India; to Egypt, Italy, France, and England. Back home, Janice has the important job of training hostesses for foreign service and, added to that, the supervision of her protegee, Candy March, who is just starting her training as a hostess in domestic flying. Through the experiences of Candy and Janice, we get a very complete picture of overseas and domestic aviation, but, first of all, their story is a first-rate girls' novel packed with action, adventure, and romance—the kind of things that could actually happen to any girl.

HAMILTON, EDITH. *Witness to the Truth*. New York 11: W. W. Norton and Co. 1948. 230 pp. \$3.00. "It is only in religion that the meaning of life can be found. There is nothing of which I am more convinced than that religion is the most individual matter there is and that everyone has got to approach it in his own way," writes the author. In this book, the writer offers her own approach in the hope

that her way will have meaning for others. She believes we must brush aside the statements and explanations which have, through the ages, hidden Christ more and more, and try to see Him for ourselves. We must strive to understand why He remains an unequalled force and inspiration, although much that He taught was, and still is, antagonistic to everyone. What was His "truth" that the world can never forget Him?

HAUSMAN, E. H. *Beginner's Guide to Wild Flowers*. New York 19: G. P. Putnam's Sons. 1948. 384 pp. \$3.50. This is a field guide to wild flowers, covering over a thousand species, with an individual illustration and description for each flower. It contains more illustrations and descriptions of species than any other field book on wild flowers. The book will identify for the beginner, quickly and easily, any wild flower east of the Mississippi, except very rare or very restricted species, and will be found very useful as far as the Rocky Mountains and beyond, for the included flowers are found in many parts of the United States and Canada. One thousand eighty individual drawings show in detail the flower, leaf, and stem of every wild flower. Each illustration is accompanied on the facing page by helpful and practical information on the common and scientific names of the species, its color, size, period of bloom, the locality where it usually is found, and the geographic range. Other characteristics, such as marked glossiness, stickiness, strong odor, or taste, and the like, are also given. The book is arranged to bring together in one section all the flowers that are predominantly white, those that are yellow in another section, the pink in a third, and so on for all the flower colors. If a flower blooms in several colors, illustrations appear in each of the proper sections.

HENRY, BILL. *An Approved History of the Olympic Games*. New York 19: G. P. Putnam's Sons. 1948. 383 pp. \$5.00. This is the first definitive, documented, and approved book telling the whole story of the Olympic Games. It is a mine of information with the entire roster of champions and the complete record, in most instances, to the first six places, in every event on the program of each celebration of the Games through the 1948 Winter Olympics. The arts competitions as well as the sports are included.

The book traces the origin of the Games back to antiquity, shows their modern beginnings in the educational reforms of Thomas Arnold at Rugby School in England, tells of the tireless efforts of Baron Pierre de Coubertin which led in 1896 to the start of the modern Games, and gives the full story of their development up to the present time. The author explodes the popular myth that the major purpose of the Olympic Games is to spread international good will, corrects the many misunderstandings that are widely believed concerning them, and provides a stirring story of the continuing struggle of the Olympic Group to keep the Games going.

HOAG, KENNETH, and SMITH, E. R. *Language Skills*. New York: Harcourt, Brace and Co. 1948. 500 pp. (Grade 11). \$2.12. *Language Skills*, a six-book series providing a complete secondary-school language program, has been constructed in full recognition of the fact that growth in language skill is a continuous process. Each of the six books, therefore, provides a year's program that will enable the

pupil under the guidance of the teacher to refine those skills which he has learned and to learn those new skills which his increasing maturity demands. Further, it has been recognized that fundamental language skills are not learned for their own sake, but as means to the end of increasingly effective communication. Hence, each of the books provides rich material for stimulating the need for communication in the classroom.

These six books have been integrated one with the other without the dubious benefit of a general editor to enforce his ideas from above. Continuity for the whole series was provided through the common acceptance of a series of language and teaching principles which underlie the program. Thus, a progressive development from book to book has been achieved without superimposing on any one author a rigid plan conceived by someone else.

HUTCHISON, RUTH. *The Pennsylvania Dutch Cook Book*. New York: Harper and Brothers. 1947. 231 pp. \$3.00. The southeastern portion of Pennsylvania still retains many charming Old World customs and a dialect all its own. Moreover, the traditional good food is still cooked as lavishly and, at the same time, economically as it always was. This cook book will tell you not only how it used to be done, but also the best modern method. The interpolated sections commenting on the history and the folklore of the Pennsylvania Germans are charming, informative, and authentic. The author, who is herself part Pennsylvania Dutch and Pennsylvania born, has spent years collecting material and absorbing the unique culture of the people. She has drawn on the best sources, past and present.

JORDAN, MILDRED. *Asylum for the Queen*. New York: Alfred A. Knopf. 1948. 446 pp. \$3.50. This novel of conflicting loyalties is based on an episode in French-American history. The time is that of the French Revolution, the story that of a group of passionately loyal aristocrats who plot to rescue Marie Antoinette, Louis XVI, and the Dauphin, their son, from imprisonment in Paris, and to bring them to a Pennsylvania colony—fittingly named Asylum—until they can return to France in triumph.

KAUFFMAN, DESIRE. *Graphic Arts Crafts*. New York 3: D. Van Nostrand Co. 1948. 244 pp. \$2.20. The book is a survey of the various graphic arts processes—everything from how linoleum is made, through the history of wood engraving, down to how to handle a squeegee in silk-screen printing. Chapters are based upon processes—a chapter for each of the processes—linoleum block printing, wood engraving, etching, silk-screen printing, lithography, bookbinding, and letterpress printing. The emphasis is upon information, not commercial practices.

Each process begins by giving a brief background as to its history and development. Then tools, procedures, and major uses are taken up. Information takes the form of step-by-step directions. Anyone can follow this book exactly and turn out a good piece of work up to the level of his artistic ability. Instructions are clear and uncluttered, but they are also quite informal which makes them interesting to those who may be reading the book merely for information.

KAUFMANN, FRITZ. *Your Job*. New York 16: Harper and Brothers. 1948. 250 pp. \$2.75. This is a book about choosing a job, finding a job, holding a job, progressing on a job, and changing to a better job. More than that, it is a book which de-

scribes a worker's rights and responsibilities under current social and labor laws. It is a book for people who give advice as well as for those who seek it. A wealth of information hitherto unavailable in book form is gathered together in this volume. In addition to supplying information on the usual steps in securing a position, the author describes the special conditions surrounding the job-getting of various types of workers—veterans, the physically-handicapped, the inexperienced young worker, the older worker, woman, etc. The relations of the worker to various types of employment agencies and to all the Social Security provisions as well as to the question of labor union membership are fully explained. An unusually valuable feature of the book is the directories of various local public agencies dealing with employment throughout the country.

LA GUARDIA, F. H. *The Making of an Insurgent*. Philadelphia 5: J. B. Lippincott Co. 1948. 222 pp. \$2.75. Here, in Mr. La Guardia's own words, is the autobiography which would have been brought up to the present day had it not been for his untimely death last year. It is fortunate that he was able to complete this part of his own story covering the early formative years of his life which are the ones least known to the public and least susceptible to research and documentation by others. Boyhood in Army posts in the West, consular service in Budapest and Trieste, work with the Immigration Department on Ellis Island, his entrance into law and politics, his representation of the Fourteenth Congressional District of New York City, World War I service, and his return to Congress as a popular hero—all are covered. And from these interest-packed pages emerges the full personality of one of the most popular and most beloved political figures of our times. His many references to events of the present day and his full discussion of UMT and his reasons for supporting it after his earlier opposition give the book a sharp contemporary quality.

LAMBERT, JANET. *Where The Heart Is*. New York 10: E. P. Dutton and Co. 1948. 192 pp. \$2.25. This, unlike former Janet Lambert stories, is in no way connected with Army life. The entire action of the story takes place in the beautiful country around New Hope, Pennsylvania, and the young people and their good times reflect the simplicity and friendliness of country living. Celia, Christy's older sister, arrives from visiting friends and finds the life unbearably dull. She tries to discourage Christy from riding a horse which Cousin Edwin is lending her for a picnic. Christy rides it, however, and is the heroine in a storm which overtakes the picnickers.

LEY, C. D., editor. *Portuguese Voyages, 1498-1663*. New York: E. P. Dutton and Co. 1947. 382 pp. The editor gives in this volume the human record, from contemporary accounts, of the great Portuguese Age of Discovery, embracing, as Professor Edgar Prestage writes in his Foreword, three outstanding achievements: the opening of the ocean routes, the colonization of Brazil, and the spreading of Christianity in foreign lands. The seven parts in the volume are: The Route to India, 1497-8 (from *Vasco da Gama's First Voyage*, translated by Dr. E. G. Ravenstein); The Discovery of Brazil, 1500 (translated by C. D. Ley); The Lands of Prester John, 1520-6 (from *Narrative of the Portuguese Embassy to Abyssinia*, translated by Lord Stanley of Alderley); The Furthest East, 1537-58 (from *The*

Voyages and Adventures of Fernam Mendez Pinto, translated by Henry Cogan); *The Tragic History of the Sea, 1562 to 1585* (translated by C. D. Ley); *The Jesuits in Abyssinia, 1625-34* (from *A Voyage to Abyssinia*, translated, with Preface, by Dr. Samuel Johnson); and *Overland Return from India, 1663* (translated by C. D. Ley). Though the extracts do not form any kind of continuous narrative, they do follow roughly the sequence of Portuguese expansion overseas.

MARIE-JEANNE. *Opera Ballerina*. New York 16: Dodd, Mead and Co. 1948. 239 pp. \$2.50. Sylvia Allen, pretty young American dancer, is on tour with the noted European Ballet in the Midwest, when an exciting telegram is delivered to her in her dressing room. That message is to change the direction of her career as a dancer in many ways. Soon Sylvia is on a plane winging East. Her big opportunity leads her to glamorous adventures on the vast and fabulous stage of the Metropolitan Opera House in New York City. Backstage at the Metropolitan, Sylvia learns much from the singers, dancers, costume designers, and electricians, much of how a great opera production is brought together and gifted with magical life. Even the Metropolitan, however, is but one of the many famous stages Sylvia dances on, in this vivid and authentic story. Next come ballet engagements for charming Sylvia in romantic Rio de Janeiro and Buenos Aires, with a breathtaking journey through the snowcapped Andes. Then back to New York and more dancing adventures! Here is a kaleidoscope of the fascinating worlds of opera, ballet, and foreign travel—with scenes laid in television studios and Hollywood, too!

McCLANE, D. V., and KUDER, M. S. *Mapping Your Education*. Portland 9, Oregon: James, Kerns, and Abbott Co., 338 N.W. 9th Avenue. 1947. 220 pp. The book, a co-operative project of the Inter-state (Oregon and Washington) Committee on High School-College Relations, endeavors to provide a tool useful to a student in planning his education intelligently, whether that education involves college or business school, taking additional schooling or no schooling beyond the secondary level. The first part is a step-by-step guide which may be used by the student in developing his own thinking. The second part is made up of factual material about colleges and universities in Oregon and Washington. While written primarily for use of high-school students of Oregon and Washington, there is much in it that is helpful to any student, parent, or counselor. This book is an excellent example of what co-operative efforts in the field of high school-college relationships can accomplish.

McCLINTOCK, MARSHALL. *The Conquest of Mexico*. New York 18: Julian Messner. 1948. 376 pp. \$5.00. For many years W. H. Prescott's *The Conquest of Mexico* and *The Conquest of Peru* have been accepted as the greatest and most authoritative histories of the Spanish conquest of the Americas. But too many modern readers have missed reading these great classics because of the fine print, the lengthy footnotes, and a language and phraseology that is both leisurely and old fashioned. Now the first of these great works—*The Conquest of Mexico*—has been edited for modern reading. Hernando Cortes is the hero and villain—an incredible adventurer whose exploits, intrigues, plots and counterplots, hairbreadth escapes and unbelievable victories against overwhelming odds present a tale more fantastic than fiction can possibly be.

McILWAINE, SHIELDS. *Memphis Down in Dixie*. New York 10: E. P. Dutton and Co. 1948. 400 pp. \$4.50. Since the early days of King Cotton, Memphis has been the gay and colorful capital of the mid-Mississippi cotton empire. It is a modern city, with a definite quality all its own, concerned with the present, and not disturbed by statistics or by outside opinions. Throughout the history of Memphis, the Mississippi has played a romantic role. The city was a busy river town, having much in common with New Orleans, St. Louis, Cincinnati, and Louisville. Steamboating was an exciting and speculative business. And even today, though the great packet days have gone, the river still lends a special color to Memphis. In this book, the third volume in the Society in America Series, the author portrays the individual characteristics, underscores the idiosyncracies, and traces the growth of this section with special emphasis on local traditions and on the personalities who embodied them.

McMEEKIN, CLARK. *Gaudy's Ladies*. New York: Appleton-Century-Crofts. 1948. 297 pp. \$3.00. This is the story of Gaudy Robertson—actor, roustabout, gambler, river captain, shipowner, lover—who fought his way from homeless orphanage to wealth and power. It is the story of his town, Louisville, in the days when thriving river traffic filled it with intense life, and any sort of show, from the glamour of the theatre to the thrill of a steamboat race, drew an eager throng. But chiefly, it is the story of the women who, one way or another, gave color to Gaudy's life.

MIERS, E. S., and BROWN, R. A. *Gettysburg*. New Brunswick, New Jersey: Rutgers University Press. 1948. 325 pp. \$3.50. This story of Gettysburg is told through diaries, letters, reports, and recollections. A council of war held in a farmhouse; Confederate generals whittling while they make decisions; a civilian gathering beans so that the Rebels will not steal them; a boy on a fence rail watching the battle; a horse running away from a general; men fainting from heat as they climb Little Round Top; an exhausted boy-soldier finding refuge in a farmhouse; such fractional parts of the battle are brought together in *Gettysburg*. The separate parts and the interpretive writing by the editors form a mosaic. The linking material read by itself outlines the story; the actual words of the men and women of Gettysburg tell the story with immediacy and with passion.

MILHOLLEN, H. D., and KAPLAN, MILTON. *Presidents on Parade*. New York 11: The Macmillan Co. 1948. 439 pp. \$7.50. Our great-great-grandfathers hung a framed engraving of President Washington on the wall; we look at the latest photograph of President Truman's activities in the morning paper. No matter what the medium, Americans have always been fascinated by pictures of their Presidents—the concrete images of the men who embody our democratic form of government. And so through the years, artists and photographers have depicted the successive Presidents for the gratification of their fellow-citizens.

Here is a selection of the best of these pictures—the first comprehensive pictorial history of the Presidents of the United States. All of them are represented in these pages, from George Washington through Harry Truman. There are portraits of the Presidents themselves and of their wives, pictures of their birthplaces, their colleges, their homes, the high points of their political and military careers, their cabinets, inauguration scenes, and many more. The running

commentary under each picture provides a brief summary of presidential history, giving the important dates and facts.

This picture book contains a great deal of material that is extremely rare and has never before been reproduced. The authors are both connected with the Print Division of the Library of Congress, and they have selected the very finest prints from the Library's extensive collections. They have also used paintings from the White House collections of official portraits, from the National Gallery of Art, and from various other museums and private collections. They have visited the homes, birthplaces, and monuments of many of the Presidents in order to photograph them especially for this book. In all, they spent three years surveying the material, organizing it, and making the final selection.

OLDENBOURG, ZOE. *The World Is Not Enough*. New York 12: Pantheon Books. 1948. 509 pp. \$3.75. This is a recreation of medieval life—a most realistic picture written about this fascinating period. With the first sentence, the author takes the reader into the life in and around a poor baron's castle in twelfth-century France. Fourteen-year-old Alis, beautiful, healthy, and headstrong, is wed to sixteen-year-old Ansiau, future lord of the manor, in order to give grandchildren to an impatient old father-in-law. What follows are the forty years of their life together, turbulent, often painful, always exciting. Both learn the heartaches and anxieties of parents whose sons have to undergo the rude apprenticeship of knighthood and become fighters at sixteen. Hunting, feasts, tournaments, family feuds, wars, and the dazzling mirage of the Holy Land alternately attract the restless spirit of the knights. Perhaps the most hallucinating part of the book is the account of the Crusades, a cruel and splendid picture of squalor, misery, bravery, and exaltation, culminating in the conquest of Acre and Joppa.

OSBORN, FLORENCE. *How's Your Bridge Game*. New York 18: Whittlesey House. 1948. 201 pp. \$2.50. Here is a new and completely unique contract quiz book which combines the most exciting features of an actual bridge game with bidding and playing questions that are both informative and fun to work out. This book permits the reader to play each bridge hand just as he would at the card table with only his own and dummy's hand shown. Then, by simply turning the page, he can play it again with all four hands exposed and compare his own play with that of the experts. The bidding problems, based on the finest contract bidding in use today, not only test bidding skill but also give the reader practical information which he can put into play immediately. The scoring plan enables the reader to see just how his game ranks with those of the greatest players without taking a step from his armchair.

Publications of Bantam Books, Inc., 1107 Broadway, New York 10, available at 30 cents each:

No. 203. *Sugarfoot* by C. B. Kelland. 248 pp. A Western.

No. 204. *Blood on the Moon* by Luke Short. 223 pp. A Western.

No. 227. *American Sexual Behavior and the Kinsey Report* by Morris L. Ernst and David Loth. 188 pp. Report of a study.

No. 252. *Barbed Wire* by Bennett Foster. 204 pp. A Western.

No. 253. *Wild Justice* by Alan LeMay. 214 pp. A Western.

- No. 254. *The Border Bandit* by Evan Evans. 243 pp. A Western.
 No. 304. *The Wire Cage* by J. D. Carr. 220 pp. A mystery.
 No. 351. *The Lying Ladies* by Robert Finnegan. 247 pp. A mystery.
 No. 354. *San Francisco Murders*. J. H. Jackson, editor. 275 pp. Mystery stories.
 No. 401. *Yesterday's Madness* by Marian Cockrell. 212 pp. A novel.
 No. 405. *The Hucksters* by Frederic Wakeman. 279 pp. A novel.
 No. 406. *Mickey* by Peggy Goodin. 213 pp. A novel.
 No. 407. *Behold This Woman* by David Goodis. 213 pp. A mystery.
 No. 408. *Doctor Kim* by L. A. Hancock. 182 pp. A novel.
 No. 452. *Cabbage Holiday* by Anthony Thorne. 146 pp. A novel.
 No. 454. *The Chinese Room* by Vivian Connell. 310 pp. A novel.
 No. 455. *Love Is a Surprise* by Faith Baldwin. 150 pp. A novel.
 No. 456. *Yankee Storekeeper* by R. E. Gould. 150 pp. A novel.
 No. 502. *The Unexpected* by Bennett Cerf. 273 pp. Surprise-ending stories.
 No. 552. *The Gashouse Gang* by J. R. Stockton. 243 pp. Story of the St. Louis Cardinals.

QUINN, J. A., and REPKE, ARTHUR. *Living in the Social World*, Philadelphia: J. B. Lippincott Co. 1948 revision. 544 pp. There is a good deal of emphasis laid upon the study of social problems these days, and it is well that this should be the trend. However, the analysis of social problems, as such, must be a hit-and-miss affair if the student has not become acquainted with the cause-and-effect processes inherent in the very nature of social life. Since the authors consider this treatment of basic concepts important in gaining a reasonably clear picture of the social world, they have emphasized the normal aspects of social life and organization. Problems have been discussed in connection with these basic principles, e.g., instead of laying stress upon the morbid and dramatic aspects of divorce and desertion, the pupils are introduced to a basic study of the institution of marriage. Normal aspects of marriage and the family, which have been traditional in American life, have been emphasized. Naturally, when these traditional patterns are disrupted by new conditions of social life, we find disorganization resulting. Consequently, when marriage ceases to perform its basic function of affection and companionship or the family fails in its duty to the helpless child, we find that divorce and desertion increase. Likewise, the study of crime has been treated in connection with the normal functioning of the institution of government, especially as a problem of conflicting social roles. In a similar fashion immigration has been discussed as a normal movement of population which results in a series of social problems.

In these unsettled times when innumerable changes are taking place, great publicity is being given to abnormal and sensational events. Social life appears highly disorganized, and young people find it difficult to think clearly. Social values appear very confusing. Consequently, the authors wish to help students keep their feet on the ground by pointing out the long-term trends in living in a normal society rather than the unusual and unnatural aspects of a disorganized world.

RATHBONE, J. L.; BACON, F. L.; and KEENE, C. H. *Health in Your Daily Living*. Boston 7: Houghton Mifflin. 1948. 480 pp. This book is divided into ten major

divisions in which various aspects of health are emphasized. Each division is composed of two or more sections. Each of the ten major divisions has a section devoted to "Working Toward Health" in which practical suggested approaches are given to the pupil to make his study of the section a part of his everyday habits. Seeing, practice, the use of specialists, wider reading, discussion, individual evaluation—all form a vitalizing part of each section.

SCHERF, C. H. *Do Your Own Thinking*. New York 18: McGraw-Hill Book Co. 1948. 380 pp. \$2.40. The purpose of this new text is to encourage the student to think for himself. It is concerned primarily with the development in the student of a healthy mind, achieved through sound, objective thinking. The relationship of straight thinking to study, vocabulary, personality, creativeness, ethical conduct, and other subjects is considered in terms of the student's everyday experiences. Among the important topics and problems discussed are: mental health, with emphasis on normal reactions and positive factors; control and proper use of the emotions; encouragement of the creative spirit; how to study; vocabulary growth; personality improvement; building a personal code of ethics; avoiding escapes; and straight thinking. While some description is given of the physical basis of conduct, stress is placed on showing the student how he can achieve good mental health and happier living through the cultivation of sound mental and emotional habits. The book is designed for high-school courses in mental health and hygiene, personality development, adjustment, and orientation.

SOONG, MAYLING. *The Art of Chinese Paper Folding*. New York 17: Harcourt, Brace and Co. 1948. 144 pp. Chinese children, from the time they are very small, are taught by their mothers or grandmothers the ancient art of folding paper. Madame Soong now shares her knowledge of this pastime with Americans, young and old. Here are clear instructions and simple diagrams for making a variety of amusing and useful things—gaily colored hats for party wear, miniature furniture for a doll's house, Christmas tree ornaments, bookmarks, an Easter rabbit, toy boats of waterproof paper, and many more. All can be made without the use of scissors or paste, and their arrangement in the book progresses from the easiest to those requiring more skill. Children and grown-ups will find a real fascination in achieving these ingenious objects.

STAFFELBACH, E. H. *For Texas and Freedom*. Philadelphia: Macrae-Smith Co. 1948. 271 pp. \$2.50. When Pierre Garonne returned from France, where he had gone to claim his inheritance, he learned that a very desperate situation had developed in the country that he now looked upon as his own. From President Andrew Jackson himself, he heard the story of the Mexican dictator, Santa Anna's invasion of Texas, and the possibility that freedom might be lost in the Southwest.

Since President Jackson could not move openly, he sent with Pierre secret instructions to General Houston, who was leading the Texas resistance. Unaware that he was being followed by Mexican spies, Pierre set out on his long journey. On the way, he met another boy, Jed Hawk, and the two, with the Irish adventurer, O'Brien, continued overland to find General Houston. Ambush and treachery awaited them, but with the help of Colonel Crockett, they were able to de-

liver the message. Pierre and Jed found themselves in the midst of the crucial time when the Alamo fell and it looked as though the forces of Santa Anna would conquer. The arrival of Pierre's old friends from his days in Oregon with Captain Bonneville enabled them to furnish invaluable aid as scouts to the little Texan army and to take part in the final victory. Here is an exciting story and an historically accurate picture of one of the great struggles for freedom in the history of our country.

STEEL, BYRON. *Let's Visit Canda*. New York 16: Robert M. McBride and Co. 1948. 496 pp. \$3.75. Here is information about the great Canadian cities and excellent diagrammatic accounts of what is to be seen in the lovely eastern provinces. The traveler is also guided through the vast Prairie Provinces to the National Parks of the spectacular Canadian Rockies and on to the cities of British Columbia. In addition, the volume contains valuable chapters on useful French expressions and a master itinerary which will be useful for all planning extensive journeys. Throughout the book is to be found an abundance of up-to-date data on hotel accommodations, restaurants, recreation centers, and motor routes. For the sportsman, there is complete fishing and hunting information.

STILWELL, J. W. *The Stilwell Papers*. New York 19: William Sloane Associates. 1948. 373 pp. \$4.00. This volume fills in the blank pages of a whole chapter in our recent history. It is made up from three sources: General Stilwell's private field diaries, the "black notebook" in which he sometimes wrote his innermost thoughts and reflections, and excerpts from his numerous and long letters to Mrs. Stilwell. Edited and arranged by Theodore White, who knew him well in the CBI theater, these papers make a continuous, clear, and detailed narrative of the events of almost three years, beginning with the disgraceful confusion of the days immediately after Pearl Harbor and concluding with the General's return to Washington. These papers were written with the salty directness of a man obligated to please no one but himself. General Stilwell put down for his own later edification exactly what he thought of the people and events of the moment and often in no gentle terms. His language is the speech of a soldier grown gray in wars and the service.

Underneath the book's revelation of an unknown portion of modern history and underneath the toughly humorous, acid bite of a style which is continuously effective, the reader will find something else. This book is also an autobiography, a self-portrait of moving, perhaps heroic, proportions. The figure of a great man, strong, unafraid, deeply devoted to his country, wise and tender enough to love mankind, and experienced enough to know that war is horrible but that there are other horrors perhaps worse, emerges from these pages. Here is a man charged with crucial responsibilities, writing about the stresses and uncertainties of command in a spirit of deep humility and out of an inexhaustible courage.

SYDNOR, C. S. *The Development of Southern Sectionalism, 1819-1848*. Baton Rouge: Louisiana State University Press. 1948. 418 pp. \$6.00. This book is the trade edition of Volume V of *A History of The South*, a ten-volume series designed to present a thoroughly balanced history of all the complex aspects of the South's culture from 1607 to the present.

What caused the South's growing self-consciousness as a region? Mr. Sydnor here deals with two major aspects of the problem. One is the internal development of the South. The author's analysis of local and state governments provides the clue to the mainsprings of political action, and he studied the motives behind programs for economic and humanitarian reform, the trends in education, slave trading, the Indian removal, and westward expansion. The other more somber theme is the deterioration of the South's relationship to the nation: the loss of its position of political leadership, its attempts to invent political leadership, its attempts to invent political defenses for its minority position, and the gradual substitution of a sectional for a national patriotism.

THRALLS, Z. A. *The World, Its Lands and Peoples*. New York 17: Harcourt, Brace and Co. 1948. 498 pp. \$3.00. As the basis for the integration of the content, the author selected world climatic regions. Beginning with Unit Two, each unit describes the general characteristics of a particular climatic region and then traces the way in which people live in that region around the world. Each of ten units gives the pupil an around-the-earth description that crosses continental and national boundary lines. During each trip, the pupil sees how peoples with different ways of living, with different tools and skills, live under the same climatic conditions. Through this repeated study of the world as a unit, the pupils gradually acquire the habit of thinking globally.

To those pupils who have not had the benefit of adequate courses in regional geography, this book, organized by climatic regions, makes certain that they get a complete picture of all the lands and peoples of the world. The author has provided abundant information which builds on, supplements, and reinforces earlier courses in regional geography. So that the book will be suitable for pupils with only a limited geography background, the language has been kept simple with many concrete descriptions. The study-guides also teach the pupils to think of the world and its peoples as a related, organic whole. The questions and exercises have been planned to teach the pupils to use text, maps, graphs, and pictures in solving problems and in applying facts to the understanding of the world of today and tomorrow.

VESTAL, STANLEY. *Warpath and Council Fire*. New York 22: Random House. 1948. 352 pp. \$3.50. The manifest destiny of the United States could not become a reality in the mid-nineteenth century until some settlement was made with the Indians who inhabited the Great Plains. The trappers of an earlier day had lived with them mostly in peace but, as the great tide of gold seekers and settlers began, "incidents," raids, and massacres multiplied. The first effort at a general peace was made with the Treaty of Fort Laramie in 1851. This was soon broken and thereafter the United States waged a bitter, bloody, and bungling war with the Indians until the final defeat of the red man at the Battle of Wounded Knee in 1891. Here is the whole story, brought together in one compact volume, popularly told for the general reader. Here are all the battles and campaigns of the forty years' war. Here are all the great figures who participated in the events which ended only forty-three years ago.

VOGT, WILLIAM. *Road To Survival*. New York 19: William Sloane Associates. 1948. 351 pp. \$4.00. For the survival of mankind, this book may be one of the most

crucial ever written. It is the revelation of the fact that the earth, as abused by man, is unable to support the human race in terms of its most basic need—food. The book deals with the inescapable facts of the earth. Man's so-called conquest of nature is shown to be a suicidal process whereby the world, a sanctuary without exits for a fast-breeding human race, is rapidly being made uninhabitable. Documented and authoritative, it carries the inescapable excitement of discovery, cutting through the fog attitudes caused by political, economic, or ideological names and shows major world events in terms of simple, human absolutes.

- WILDER, ROBERT. *Bright Feather*. New York 19: G. P. Putnam's Sons. 1948. 408 pp. \$3.00. Old Clayfield Hammond invaded the lush territory of Florida with a few head of livestock, a couple of wagons, and half a dozen slaves. He battered an untamed country and its native Indians into resentful submission; and when this book opens he stands, in his fabulous plantation house—lusty, imperious, and unbending. To this empire, carved out of wilderness by one man's roaring determination, comes Old Clay's orphaned grandson. Young Clay brings with him a will of his own, and the inevitable clash flames up over treatment of the Indians, America's historic "minority."

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- WOOD, L. N. *Louis Pasteur*. New York 18: Julian Messner. 1948. 228 pp. \$2.75. This is the warmly human story of one of the world's great scientists whose patient experiments and painstaking research contributed vastly to modern medicine, surgical practice, and industry. In the early years of his work, medical men ridiculed his germ and microbe theories. They were affronted by the assertions of a "mere chemist." But winegrowers, brewers, silkworm growers, and vinegar makers knew that his techniques had added millions of francs to their yearly incomes.

PAMPHLETS FOR PUPIL AND TEACHER USE

- Adopted Policies and Regulations of the Board of Education of Hutchinson, Kansas. 1947-48.* Hutchinson: Supt. of Schools. 1948. 18 pp. A printed booklet of procedures used by this Board of Education.
- The American-Scandinavian Foundation.* New York 21: The Foundation, 116 E. 64th St. 1948. 44 pp. This 36th annual report covers the activities of the Foundation in giving financial assistance to students and trainees, both Scandinavian and American. Also contains a financial report and a list of the names of the persons having Traveling Fellowships during 1947-48.
- Assistance to Greece and Turkey.* Washington 25, D.C.: Dept. of State. 1948. 69 pp. The third report to Congress on the activities and expenditures of funds under the authority of the Act to render financial, technical, and material aid to these countries.

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- Audio-Visual Teaching Aids*. New York 21: Franco-American Audio-Visual Distribution Center, 934 5th Ave. 1948. 31 pp. A list of classroom films and slides available on rental and transportation-pay basis.
- BACON, F. L. *Workbook for Health in Your Daily Living*. Boston: Houghton Mifflin Co. 1948. 127 pp. 80 cents. A workbook to accompany the text by the same name. Also includes a 29-page booklet of tests, each covering a unit in the textbook.
- BATH, CYRIL. *Europe in the Modern Age*. New York 21: American Association for the United Nations. 1948. 24 pp. 10 cents. A report on the basic theory that economic conditions have great bearing on political upheavals leading to war.
- Behind Your Radio Dial*. New York: National Broadcasting Co. 1948. 36 pp. Discusses what goes on behind your radio dial.
- BETTS, E. A. *The Improvement of Reading in Elementary Schools*. Philadelphia 22: Reading Clinic, Department of Psychology, Temple University. 1948. 21 pp. 50 cents. An analysis of what has been done in this area.
- The British in India*. Washington 5, D. C.: British Information Services, 907 15th St., N. W. 1948. 32 pp. A short story of the Indian Independence Act, the assets, the history, and events leading to the Act.
- BUSZIN, W. E. *Choral Music Through the Centuries*. Chicago: Hall and McCreary Co. 1948. 96 pp. 75 cents. During the last five centuries countless choral works have been written, many of which have become part of our musical heritage. Not all of these works are equally great or equally important, but each represents in its own way the era in which it was written. The music presented in this book includes compositions which are closely akin in spirit and style of expression. Much of it is music which has not been sung as widely as it might be. Some of it has not been readily accessible. The fact remains that it is beautiful music which should be used more extensively. Included are works from the German, Italian, and English schools. There are also compositions or arrangements of three contemporary Americans. More than enough music will be found here to enable a conductor to select and arrange a well-balanced program either for a large chorus or for a small choir.
- A Calendar of College Activities*. Los Angeles 41: John H. McCoy, Assistant to President, Occidental College. 1948. 49 pp. \$2.00. This 1948-49 edition includes the very latest material in the educational field, such as day-by-day suggestions for the entire year; full-page illustrations of college literature; two separate and complete bibliographies; and a special section on fund-raising and alumni work supplied by Otterbein College, Ohio, and the University of Dubuque, Iowa. It is prepared especially for college presidents, school administrators, publicity personnel, alumni workers, deans of activities, the educational press, public relations directors, school counselors, journalism departments, and business and educational leaders.
- A Catalogue of Selected Educational Recordings*. New York 3: New York University Film Library. 1946. 65 pp. An annotated listing by subject groups.
- Centennial of the Settlement of Utah*. Washington 25, D. C.: Supt. of Documents. 1947. 80 pp. 50 cents. This is the fifth in a series of state booklets designed to re-

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flect the composition of exhibits, as they appear, commemorative of each of the 48 states. It is the address of Hon. Arthur V. Watkins, Senator from Utah, on the occasion of the ceremonies opening the exhibition commemorating the settlement of Utah. The booklet also contains a catalog of the exhibition as held at the Library of Congress from June 7 to August 31, 1947.

Characteristics of Good School Districts. Madison 6: School of Education, University of Wisconsin. 1948. 47 pp. \$1.00. The proceedings of a conference on school district organization in which 375 participated (67 of the 71 Wisconsin county school committees participated) and studied improved school district structure.

CHRIST, M. F. *High School Preparation for College English.* Urbana: Illinois Association of Teachers of English, C. W. Roberts, 204a Lincoln Hall. 1948. 16 pp. 15 cents. What a college teacher has a right to expect. Also contains an article on "Errors Most Frequently Checked in Early Freshman (college) Composition."

Coal Mining Towns. Washington 5, D. C.: Bituminous Coal Institute, 815 Southern Building. 1948. 24 pp. The question of living conditions in coal mining towns has frequently received a great deal of unfavorable publicity in school texts. Every city has its slums, and certainly some mining towns of bygone years which are still standing are indefensible. Believing it is unfortunate that isolated examples of bad housing, because that catches the public eye, get the largest amount of text space, while the other side of the picture is seldom presented, the Bituminous Coal Institute has prepared this beautiful pictorial pamphlet (15½" x 10¾") of the progress being made in mining towns. These scenes, typical of the best, show what can be done and what has been done in the betterment of the living conditions of the men who mine the nation's No. 1 fuel. Not all mining communities are as modern and fine as those shown in this book, but the pictures do illustrate how operators and miners in increasing numbers are meeting the problems of housing, sanitation, recreation, and other aspects of community living.

COOK, MERCER. *Education in Haiti.* Washington 25, D. C.: Supt. of Documents. 1948. 96 pp. 25 cents. A description of Haiti's educational program, prepared by the U. S. Office of Education.

CRAMPTON, C. W. *Live Long and Like It.* New York 16: Public Affairs Committee, 22 East 33rd St. 1948. 32 pp. 20 cents. This pamphlet stresses the increasing importance of geriatrics, the branch of medical science dealing with aging and the aged, as a result of the increasing proportions of older persons in our population.

DENNY, C. R. *NBC and "The Voice of America."* New York: N.B.C. 1948. 20 pp. Testimony of Mr. Denny as to his company's position concerning the "Voice of America" program before subcommittees of Congress.

DEUPREE, R. R. *Management's Responsibility Toward Economic Stability.* New York 17: American Newspaper Publishers Association. 1948. 12 pp. A report of a talk on the subject of stabilized employment as related to our national economy.

Directory of Private Business Schools in the United States. Washington, D. C.: National Council of Business Schools. 1948. 48 pp. A handbook for vocational advisers and guidance officers.

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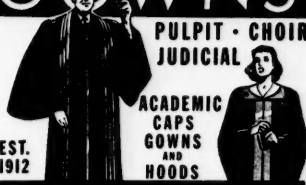
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Documents on the Freedom Train. New York: American Heritage Foundation, 17 East 45th St. 1948. 32 pp. 10 cents. This is a pocket-sized printed list of all the documents aboard the Train, with the brief explanatory notes.

ELLISON, JEROME. *These Rights Are Ours to Keep.* New York 16: Public Affairs Committee. 1948. 32 pp. 20 cents. The pamphlet directs its suggestions toward the individual citizen on his job, in his clubs, at the polls, and at home.

ENGELHARDT, N. L.; MORPHET, E. L.; and NEWELL, C. A. *A Proposed Plan for Housing A Modern Educational Program in Garrett County, Maryland.* Oakland, Maryland: Board of Education, Garrett Co. 1948. 82 pp. A co-operative project report containing the following: Foreword; Educational Program; Existing School Buildings; Problems, Needs, and Recommended Pattern; Financing Proposed Program; Detailed Summary of Findings and Recommendations; A Look Ahead; Statistical Summaries; and Ends for Which We Educate in Maryland.

Engineers' Council for Professional Development. New York 18: Engineers' Council for Professional Development, 29 West 39th St. 1947. 48 pp. 50 cents. The Fifteenth Annual Report of the Engineers' Council for Professional Development. Each of the various committee reports indicates progress in furthering the ideals of the engineering profession. ECPD is perhaps best known for its work in accrediting curricula in the engineering colleges, which is being actively resumed following the disrupted conditions that obtained in the war and immediate postwar periods. Investigation of instruction of the technical institute type, wherein no degrees are granted, is a relatively new but much needed field of ECPD activity. Increased attention is being given as well to the selection of the right type of student for the engineering colleges, a report of the year's progress in this field being included in the complete pamphlet.

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First Session of the General Conference of UNESCO. Washington 25, D. C.: Supt. of Documents. 1948. 165 pp. 35 cents. A report of the U. S. delegation with selected documents of the meeting held in Paris, France, November 19 to December 10, 1946.

Fosdick, R. B. *The Rockefeller Foundation, A Review for 1947.* New York: The Rockefeller Foundation, 49 West 49th St. 1948. 64 pp. The annual report of the activities of this Foundation by its president.

Gasoline by Synthesis. New York 20: Standard Oil Co., Room 1626, 30 Rockefeller Plaza. 1948. 22 pp. Free. Describes the process and origins of gasoline, the products that can be derived synthetically, and tells something about the economics of the new method.

Guidebook for Common Practices in School Work. Minneapolis: Office of School Supt. 1948. 149 pp. 50 cents. The Guidebook is a reference book, designed especially

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Good Citizen. New York: American Heritage Foundation, 17 East 45th St. 1948. 72 pp. 25 cents. This handbook of citizenship has been developed to help millions of people of all ages to do what is required to be a good citizen. *Reader's Digest* size, *Good Citizen* lists the nine duties of a citizen and the twenty privileges.

GRAY, W. S.; HORSMAN, GWEN; and MONROE, MARION. *Basic Reading Skills for High School Use.* Chicago: Scott, Foresman and Co. 1948. 160 pp. 92 cents. In this workbook for ninth-grade pupils, the authors have brought together a program of 152 developmental exercises to provide a thoroughgoing refresher course in the skills needed for maximum reading efficiency. These exercises provide practice in virtually all the basic skills involved in the two major aspects of reading—word perception (word meaning, phonetic analysis, structural analysis, dictionary use) and thoughtful interpretation. What the authors have done is to break down big skills into many small ones of which they are composed—and to provide simple, specific practice on each separate skill. Eight different exercises, for example, provide practice in “identifying root words as meaning units”; six exercises provide practice in “applying understandings of accent.” These are two of the many separate skills that go to make up “skill in word perception.” Similarly, seven exercises provide practice in “reacting to mood, tone, intent, and point of view”; nine, in “making inferences in the light of total context”—two of the many skills that contribute to “reading with understanding” or “thoughtful interpretation.”

HAINES, J. M. *Fire Insurance.* New York: National Board of Fire Underwriters. 1948. 14 pp. An address given by the president at its annual meeting.

HARSCH, J. C. *Does Our Foreign Policy Make Sense?* New York 16: Foreign Policy Association, 22 East 38th St. 1948. 64 pp. 35 cents. The author analyzes in logical order the fundamental purposes of foreign policy; the historical background of American foreign policy; the alternative policies open to us in the postwar years—with their respective advantages and disadvantages; the troubles we have run into since the war in various parts of the world—particularly in dealing with the Soviet Union; the possibilities of war or peace with Russia; certain psychological reflexes in American thinking that need to be avoided; the inconsistencies inherent in our policies at different places and times; and some of the things we might do to improve our situation. The pamphlet also contains a short article by E. E. Minett on “The Reality of Ideals in Foreign Policy.”

HARTLEY, W. H., and DUGAN, J. E. *Your Heritage of Freedom.* New York: McGraw-Hill Book Co. 1948. 32 pp. Suggestions for teachers as to materials and

where to secure them are offered with separate divisions for English and for social studies.

Havana Charter for an International Trade Organization. Washington 25, D. C.: Superintendent of Documents. 1948. 85 pp. 25 cents. This document includes the final text of the Charter which was agreed to by the representatives of fifty-three nations at Havana. The Charter is now being considered by the governments represented at the Havana Conference; formal action by the governments concerned is necessary to make them members of the International Trade Organization.

Have You Read 100 Great Books? New York 7: Jasper Lee Co. 1946. 79 pp. \$1.00. The book presents a number of lists of great books and, from these, has been tabulated a master list, as well as a final list of 100 great books. In addition, there are extracts from thirty of these great works.

HEIMERS, LILL. *Free Teaching Aids in Fourteen Subjects.* Upper Montclair: New Jersey State Teachers College. 1948. 61 pp. \$1.00, mimeographed. Over 250 addresses from which may be obtained free charts and maps, publications, and pictures useful to teachers of all age groups.

HYATT, C. B. *Gateway to Citizenship.* Washington 25, D. C.: U. S. Department of Justice. 1943. 163 pp. A manual of principles and procedures for use by members of the bench and bar, the staff of the immigration and naturalization service, civil and educational authorities, and patriotic organizations in their efforts to dignify and emphasize the significance of citizenship.

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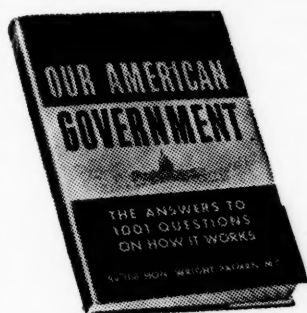
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KELLEY, C. P. *An Approach to Punctuation*. Urbana, Illinois: C. W. Roberts, 204a Lincoln Hall. 1948. 20 pp. 15 cents. Contains suggestions for the teacher. Also an article by Mildred W. Goodner on "An Analysis of the Spelling Errors of College Freshmen."

KIVER, M. S. *Television and F-M Receiver Servicing*. New York 3: D. Van Nostrand Co. 1948. 216 pp. \$2.95. Here are specific directions for installing television receivers and for diagnosing, locating, and repairing the common troubles of F-M or television receivers. Just enough mathematics is given to enable the service man to compute properly the lengths of transmission lines and antennas which are so vital to television receivers. Beyond this, math is seldom used—the word explanations give the full story.

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Let's Put First Things First To Make America Strong. Washington 6, D. C.: Commission for the Defense of Democracy Through Education, National Education Association. 1948. 24 pp. Federal financial support should be given on the basis of first needs.

LIEBER, ARTHUR. *Careers in Federal Service for the College-Trained*. Chicago 5: Wilcox and Follett Co. 1948. 122 pp. \$1.00. Describes the better-paid jobs in the Federal Civil Service and how to get them.

MARTIN, A. C. *Botany and Our Social Economy*. Washington 10; D. C.: National Wildlife Federation. 1948. 30 pp. 10 cents. The volume discusses the importance of plants in today's world, their marked depletion, natural and human barriers to their restoration, and the responsibilities of educators in assuring a decent supply of natural resources for tomorrow's generation. This publication is aimed at teachers of biology, general science, elementary science, geography, and other social science teachers. The author relates science to society, and *vice versa*.

MAUL, R. C. *Teacher Supply and Demand in the United States*. Washington 6, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association. 1948. 20 pp. The National Commission on Teacher Education and Professional Standards presents in this volume the results of a survey of the potential supply of new teachers in 1948, together with some interesting comparative studies on the demand for teachers.

MONAGHAN, FRANK. *Heritage of Freedom*. Princeton, New Jersey: Princeton University Press. 1948. \$2.00. This book contains about 40 pages of facsimiles of the

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The National Transportation Inquiry. Washington 6, D. C.: Association of American Railroads. 1948. 21 pp. The statement of William T. Faricy, President, Association of American Railroads, before the House Committee on Interstate and Foreign Commerce of the U. S. Congress in answer to some statements made by Mr. Robert R. Young of the Chesapeake and Ohio Railway.

NOFFSINGER, J. S., compiler. *Approved Technical Institutes.* Washington 6, D. C.: National Council of Technical Schools. 1948. 48 pp. A handbook of information for vocational counselors of veterans, vocational guidance instructors in secondary schools, and all those interested in better technical institute type of instruction. All schools listed in this handbook are qualified to accept trainees under Public Law 16 and Public Law 346.

Our School Buses. Washington 6, D. C.: National Commission on Safety Education, National Education Association. 1948. 12 pp. 15 cents. Designed to encourage activities for safe, efficient, and economical school bus transportation, it includes latest statistics available on national and state mileage, costs, numbers of buses, riders, and schools served and suggests problems involved in transporting one sixth of all American children to school.

The Pasadena Junior High Schools. Pasadena, California: City Schools, Office of the Secondary Curriculum Co-ordinator. 1947. 56 pp. A pictorial pamphlet in which the program of the Pasadena Junior High Schools is explained to the citizens of the city.

PERRY, H. B., compiler. *Guide to United States Government Motion Pictures.* Washington 25, D. C.: Supt. of Documents. 1947. 104 pp. 40 cents. An annotated index of all government films available for public use.

A Primer for Common Learnings. Minneapolis 15: Division of Secondary Education, Minneapolis Public Schools. 1948. 48 pp. 50 cents. Designed to answer a number of questions often asked about the common learnings program, it has been prepared for teachers who are interested in understanding the common learnings program as it has developed in Minneapolis and for lay people who are concerned about an evolving program of public education designed to meet the needs of youth today.

QUILLEN, I. J. *Textbook Improvement and International Understanding.* Washington 6, D. C.: American Council on Education. 1948. 86 pp. \$1.00. A review of the activities in this field and suggestions and recommendations to UNESCO for action. Also contains "A Model Plan for Textbook-Analysis Projects."

Quiz of Great Books. New York 7: Jasper Lee Company. 1947. 80 pp. \$1.00. A companion volume to "Have You Read 100 Great Books" published by the same company. It contains 1000 questions and answers about great books.

Report of the Continuing Committee of the President's Conference on Fire Prevention. Washington 25, D. C.: Federal Works Agency. 1948. 34 pp. Shows the progress made in fire prevention during the past year.

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- Report of the National Conference on Social Welfare Needs and the Workshop of Citizen's Groups.* New York 19: National Social Welfare Assembly, 1790 Broadway. 1948. 69 pp. 25 cents. The report covers highlights of the National Conference on Social Welfare Needs, including excerpts from the addresses of luncheon and dinner speakers, as well as the complete reports of the seven Commissions.
- Second Report to Congress on the United States Foreign Relief Program.* Washington 25, D. C.: Department of State. 1948. 68 pp. 25 cents. A report of the expenditures and activities of the U. S. Foreign Relief Program.
- Second Session of the General Conference of UNESCO.* Washington 25, D. C.: Supt. of Documents. 1948. 192 pp. 35 cents. The report of the U. S. delegation with selected documents of the meeting held in Mexico City, November 6 to December 3, 1947.
- Some of the Best Illinois High School Prose of 1947.* Urbana: Illinois Association of Teachers of English, C. W. Roberts, 204a Lincoln Hall. 1948. 36 pp. 15 cents; 10 or more copies at 10 cents each. A compilation of high-school student writings made by C. W. Roberts.
- Statutory Bases of State Foundation Programs for Schools.* Washington 6, D. C.: Research Division, National Education Association. 1948. 56 pp. 25 cents. This *Research Bulletin* presents a summary and analysis of foundation program distribution procedures included in the statutes of the various states. A few states are omitted because they do not at present support foundation programs on an equalized cost basis. Variations among the definitions as well as among the distribution procedures will be noted. Some state finance systems are much more satisfactory than others, but all can be improved for the welfare of the children.
- The Story of UNRRA.* Washington 25, D. C.: UNRRA, 1344 Connecticut Ave., N. W. 1948. 48 pp. Tells how relief and rehabilitation was administered in Europe and the Far East.
- STROH, M. M. *Find Your Own Frontier.* Austin, Texas: The Delta Kappa Gamma Society, 804 Littlefield Building. 1948. 58 pp. 75 cents. A study of the profession of teaching in which teaching is presented in such a manner as to make possible intelligent analysis by the high-school student.
- THOMPSON, DOROTHY. *The Truth About Communism.* Washington, D. C. Public Affairs Press. 1948. 17 pp. 25 cents. Discusses various aspects of this country's actions.
- WALDRON, GLORIA, and DEWHURST, J. F. *Power, Machines, and Plenty.* New York 16: Public Affairs Committee. 1948. 32 pp. 20 cents. The booklet shows that progress can be had in this area and *plenty* result and that our mechanical slaves can be a blessing to us and not, as some do think, a curse.
- WARRINER, J. E.; BLUMENTHAL, J. C.; and LONGDALE, A. B. *English Workshop.* New York: Harcourt, Brace and Co. 1948. 207 pp. 88 cents. This workbook is intended for use with the authors' text for the ninth grade. It contains 115 lessons practically all of which contain questions as a means to ascertain pupil progress or the outcomes of teaching.

